

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
<b>Aurora Borealis</b>					
K-8 School Wide	May	Reflection on Coaching Observations using Lens 1 and 2. Reflecting on the entire process and how it could be improved for teachers to benefit the most. Reflecting on the impact that is having on student engagement and learning.	All K-8 teachers.	Observation and reflection notes.	Teachers have more strategies to discuss and utilize in their classrooms.
K-8 School Wide	April	Teacher observations were discussed using the formal observation cycle and how it could be improved at our site. Curriculum needs were identified for future review.	K-8 staff	Lists of suggestions to make formal observations and coaching observations better for teachers. A list of curriculum and subject areas that could be reviewed at the end of the year by specific curriculum teams.	More student engagement and improved teacher feedback from the administrator after lessons.
<b>Chapman School</b>					
Chapman	September	discuss, and agree on, AR reading goals for MS students discuss Class Dojo expectations & how MS teachers implement Dojo in conjunction with eligibility collaboratively discuss 3 google docs questions on rigor, relevance, and responsiveness.	all full time staff	google docs notes as evidence; consensus on procedures and expectations for school wide programs.	student eligibility consistency, individualized goal setting for reading goals, behavior goal expectations.
Chapman	September	AR reading goals and expectations	middle school teachers	AR plan for the quarter	consistency between grade levels, parent communication

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Chapman Elementary PLC	November	<p>As part of our School Improvement Plan, we asked for parent feedback in order to better address our student needs as well as needs their families feel are important. This survey was sent out just before parent teacher conferences and parents were provided with a device to fill them out after their parent teacher conference. We went over this data today. As a staff, we discussed responses and the data presented. We each offered something we learned as a result of reviewing the feedback as well as something that we were going to change or focus on more at the classroom level in order to address something that was brought up in survey. The other goal in our SIP that we addressed was our goal to contact each student's parents/guardians at least 4 times per quarter. We looked at the data for contacts that have been made so far. Teachers were able to see how many contacts they had logged thus far</p>	<p>The entire staff was involved in this collaboration time. It was beneficial to review the parent survey as a staff and have the opportunity to brainstorm ideas as a staff in order to address issues or concerns that were brought up. The same was true of things that parents viewed in a positive light, if parents cited something really helpful that one teacher was doing, it was beneficial to gain these ideas and strategies.</p>	<p>Each teacher recorded one thing they had learned as a result of the survey and one action step that was to be taken as a result of the information provided in the survey.</p>	<p>Each teacher decided and recorded how they were going to alter their practice in order to address parent feedback from the survey. Each teacher will continue to work towards the goal of having four personal interactions with each students' parents/guardians. Finally, each teacher benefited from the opportunity to review Sped students' goals and accommodations and benefited from the calibration on student assessment and reporting.</p>

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Chapman Elementary Wing PLC	October	During this collaboration, our PLC group analyzed PEAKS assessment data from last Spring. We compared this data to our most recent STAR reading and Math Data, and the Fall Aimsweb Data. Basically, we wanted to make sure that those students who scored below proficient were getting their needs addressed, whether it be through an intervention/sped schedule or through small group instruction in the classroom and that students who scored above proficient were having their needs addressed as well. We discussed teaching strategies for addressing students needs as well as ways that we can collectively prepare our classes and schedules for this year's upcoming peaks assessment.	My PLC encompasses all of the teachers in our elementary wing. All teachers pre-K through 4th grade were involved as well as one of our school interventionists who work primarily with primary grades.	We filled out a google doc where we recorded our notes and answered questions that our school leadership committee created in order to guide each PLCs discussion and break down of data. Each teacher left with a list of students who were currently not receiving additional services, but demonstrated a need for additional instruction based on their performance on PEAKS as well as our most recent STAR reading and math assessments.	This will impact our instruction as well as our conversations at conferences. This activity helped us use data to either modify our instruction or as another piece of data that justifies how we are meeting each student's individual needs. The discussion was also an important one to have prior to conferences because it is a reminder that we need to reiterate with parent's the importance and significance of the assessments that we do.
Chapman Middle School Group (5-8)	September	Accelerated Reader goals discussed & set for 5th-8th grade students	Mary Simonsen, Jon Sharp, Mary Montgomery, Bea Klaiich	Goals were set for the 5th-8th graders & a plan was established to monitor those goals. We will use these goals In P/T conferences & we may possibly need to individualize the goals more 2nd quarter.	Students will be encouraged to read more & to take AR tests as these goals are tied to their eligibility requirements.

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Chapman School	October	Teachers were provided assessment data (PEAKS and STAR).	<p>All Staff were introduced to the activity and the prompts they would use within their collaboration groups to assess the data. Once all questions were answered, they split into two collaboration groups and worked through the following prompts: What sticks out to you about the data? List two things that surprised you. List two things that concerned you. Does this jive with Aims/Data Day findings? Is there any correlation between the latest Star Reading/Math Data? What will you change about your instruction to prepare students for the next PEAKS? List the students and the content area who are immediately on your radar to monitor this year. How will this data be used in your conference conversations? What should we do different with this conversation next year? What would you change about this activity and what would you add to it for next</p>	Answers to the prompts.	Hopefully, teachers now have a better understanding of any patterns in student achievement across multiple assessments and will adjust their instruction to meet the needs of students who were identified in specific areas.

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Chapman School	September	Two parts. Part One: Chapman Topics -Check-in and review of lunch-room behavior/rules. - Debbie Harris Art Schedule Part Two: Ed Elements Questions on Rigor and Relevance	<p>Staff Answered Following Questions: Rigor Goal: All students will achieve high levels of academic rigor. Key Discussion Questions: - In what ways do our instructional strategies create rigor in the classroom? - How well does do our metrics measure student performance? - Is student growth and success determined through multiple measures of learning? - What steps might we take to increase the rigor of our classrooms? Relevance Goal: Experience a personalized learning system. Key Discussion Questions: - In what ways do we create a flexible instructional model that meets the needs and interests of each learner? In what ways might we improve? - How do we help our students to develop healthy lifestyles and make healthy choices? - How can our school better engage families and leverage resources beyond the</p>	Answers to their questions.	Time will tell.

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Chapman School	October	Two Parts Part One: Chapman Staff Parent Group Presentation Halloween Carnival Fundraising Event Testing Parent Teacher Conferences Binder Standardization Power School " Grades Due 10/23 School Development Plan Action Items Good of the Order Part Two: Ed Elements Small Group Rotations (40 Minutes) Topics PLTT Presentation / Self Reflection Parent Communication Discussion / Log Different Types of Effective Communication	All staff	Individual reflections on PLTTs.	Hopefully, teachers have a better understanding of effective teaching practices.
collaboration	September	round table discussion discussing various items as listed below	certified staff, non cert for some of the discussion (ie lunch room guidelines, hallway procedures)	document answering questions for Ed Elements, lunch room guidelines, power school discussion	all on the same page will assist common guidelines
elementary	September	We brainstormed lunch solutions and ranked our school on a rubric.	All teachers and the principal.	Rankings on a rubric	unsure
K - 4	September	Ed. Elements Chart	Certified Staff	Filled out the chart	Still waiting to see
lower level	September	about the lunch room graded on relevance, rigor, and responsiveness of the school	All of the lower level teachers	A plan for the lunch room A completed rubric for the other	The lunch room will be better set up
middle school pod	October	Discussed the PLTT's from EE. Teachers ranked their level of knowledge in each of the 7 areas and discussed with staff.	All Chapman certified	Google Docs document	Reflection on own practice of EE's PLTT's and how we do or do not implement strategies.

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middle school pod	October	Analyzed PEAKS data school wide and across grade levels. Compared to other assessment tools we use.	5-8 pod members	Google Docs feedback	None at this point until further information about PEAKS is released or until the test becomes more valid. We utilize other assessment tools
middle school pod	November	Whole staff meeting	All staff	Google Docs response to parent survey questions	Realistic look at how Chapman parents best communicate and feel about how Chapman
Teachers/ Principal	September	Comparing out school to the ideal school	All staff	We determined that we as a whole are very good.	Heightened our awareness
Chapman	September	EDTECH rubric	Chapman teachers	discussion and completion of rubric from Edtech	feedback from edtech
<b>District Office</b>					
Instructional Team	Other	Created Agendas for District- wide principal in-services.	District Leadership and Building Principal Leaders	Quality Professional Learning opportunities for principals.	Improving the Instructional Leadership of our principals.
Professional Development Team	April	In previous years, we created a scope and sequence of focus areas for coaching new teachers. This year, we have made some revisions to the scope and sequence, based on our experiences with the one we first had.	Effective Instruction Coaches and other members of the PD Team	An updated scope and sequence of areas of focus when mentoring and coaching new teachers.	The scope and sequence provides a quarter-by-quarter guide for what areas coaches focus on with our new teachers. This prioritized "curriculum guide" helps insure all new-to-career teachers have the support they need to succeed in their
School Psychologists	Other	Reviewed special education reevaluations best practices and actual case examples provided by current school psychologists.	All district school psychologists	"Sanitized" (removal of any identifying information regarding the student, report writers or schools) ESER reports were provided for discussion and reference. Our note-taker provided notes of our discussion	A better understanding of the purpose and best practices of reevaluations. More collaboration among school psychologists for difficult cases.

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School Psychologists	Other	Two school psychologist who attended the National School Psychology convention shared information and ideas	School Psychologists	Ideas for future presentations within our buildings along with future goals for our support of Social/Emotional Learning.	We gained confidence or reassurance regarding current practices for helping with classroom management issues. Support for our
Speech and Language Pathologists	Other	We have developed standards for language evaluations.	SLPs and SLPAs	Evaluation language	Impact on practitioners and students
Test	May	test	test	test	test
Instructional Team	Other	District Key Performance Indicator work.	Instructional Team	District Draft KPI's	An understanding that KPBSD student success is much more than one simple spring state-wide test (PEAKS). Focus on <u>helping our students be better</u>
Instructional Team	Other	Personalized Learning Roll out blueprint for the District.	Instructional Team & the Personalized Learning Council.	schedules, agendas, communications, staff feedback surveys, improvement ideas for wave 2 and 3 schools, etc.	More teachers, parents, and students with an understanding of personalized learning. Personalized <u>learning models and</u>
School Psychologists	Other	Sharing "take-away" messages learned from the ASPA Conference.	All district school psychologists	Our note-taker provided notes of our discussion and materials are being ordered to further our tool box for assessments.	A larger generalization of tools and practices learned at the ASPS Conference. Specifically, intervention websites, the <u>importance of social-</u>
School Psychologists	Other	Collaboration regarding crisis response/threat assessment.	School Psychologists and Director of Pupil Services	An understanding of the district's threat assessment current practices and time to reflect/share regarding threat responses this school year.	The focus on collaboration and who has the responsibility to complete which part of the threat assessment.
Speech and Language Pathologists	Other	Training on personalized learning and how that impacts SLPs	SLPs, Personalized learning trainer		Students
Test	May	tst	test	test	test

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Speech and Language Pathologists	Other	Training on personalized learning and how that impacts SLPs	SLPs, Personalized learning trainer		Students
<b>Fireweed Academy</b>					
3rd-6th grade teachers	April	data analysis, brainstorming classroom implementation of refocus tool in conjunction with PBIS at West Homer Elementary and Fireweed Academy.	Fireweed staff and West Homer staff	narrative of data analysis of office referrals by location, time, and behavior. Which lead to a collaborative brainstorm of what safe, responsible, respectful would look like in the classroom.	consistency across grade levels, classrooms, and schools.
All Staff	May	The staff reviewed the district and school data for the School Climate and Mindset data.	All staff.	The staff selected areas of focus for one of the strategies for the 2018-2019 SDP	Development of an SDP strategy for School Climate

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Building Level PLC	November	<p>BFW Staff created a schedule and planned for the remainder of the semester and started planning for the next semester. They discussed the due date for our first semester report cards. Additionally, they looked at the Link Up concert, recorder lessons and PE schedule for January. Finally also discussed the Kiki's AIS project proposal and when that would fit in to our schedule. At LFW the staff worked with Bunnell Street Arts to plan AIS programs for the second semester.</p>	Little Fireweed Certified Staff Big Fireweed Certified Staff	BFW completed a calendar Schedule for December and began a calendar for January, February and March. LFW staff made AIS plans for the second semester.	At BFW the collaboration time allowed the staff to scaffold learning for the remainder of the quarter. Pre-planning for the next several weeks and quarter help support student activities and learning. At LFW, the curriculum will be enriched through art instruction. Staff will also benefit through exposure to art instruction not normally taught in the school
Fireweed Certified staff and Classroom Aides	September	<p>The staff reviewed the article Every Child, Every Day from Educational Leadership. Then the team reviewed what reading strategies and programs were being used in K-6 classrooms. Discussions included areas of weakness and ideas to help improve reading instruction in those areas.</p>	All k-6 certified staff and our SPED Aide and Instructional Aide.	A list of reading strategies and programs used K-6 and areas that need to be addressed.	This is a continuation of our need to vertically align our curriculum.

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Fireweed Staff	February 7, 2018 early release day	The staff reviewed Refocus form data for the year discussed the findings and offered ideas to help improve the system and reduce student misbehavior's. Fireweed staff at both locations also prepped for student led parent conferences..	The Big Fireweed staff met with the WHE staff for s PBIS meeting. All Fireweed staff	Data, ideas. Student portfolios for student led conferences.	Developing better relationships with students and parents. Celebration of student achievements.
Full Staff	September	We read and discussed an article in Educational Leadership titled Reading: The Core Skill: Every Child, Every Day. After the discussion about the article we then discussed the best practices the staff is using in relation to the six elements of instruction every child should be experiencing every day listed in the article.	All classified and certified staff including.	A document listing the instructional strategies we use at Fireweed Academy.	Teaching practices and ultimately the students.
LFW PLC and BFW PLC	April	At LFW the staff used the time to plan and calendar in the upcoming Artists in School Residency. At BFW the staff joined WHE staff to discuss and develop our PBIS program. The two staffs also were provided information from a State Trooper about our next ALICE drill.	Certified and Classified staff	AIS calendar of activities. Ideas for bringing PBIS into the classroom with refocus forms. Preparation for ALICE Drill and how to present scenarios to the students.	Development of student creativity and artistic talents. Continued development of school culture (WHE & BFW). Protocols to improve safety measures.
Socratic Seminars	October	Staff attended a workshop on one of the school's core values, Socratic Seminars.	Certified and classified staff	Training on how to lead Socratic Seminars	Successful use of Socratic Seminars
Student led parent	October	At each campus, teachers planned	All staff	Plans and materials for student le	Student and parent engagement

## Homer Flex School

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Flex Staff	September	Intervention team discussion to prioritize academic and behavioral interventions.	Flex Staff	Prioritized list of interventions	Individualized learning plans, informed by student, parents, and staff, for students of
Flex Staff	November	The staff, in its capacity as the I-Team, created and/or adjusted student interventions.	Whole staff	Individual intervention plans	Stronger student engagement; staff coordinated responses
Flex Staff	April	Staff discussed beginning of "Go Blended: A Handbook for Blending Technology in Schools," including how it relates to Wave 3 activities with Ed Elements.	Certified staff.	Summarized main discussion points, posed questions regarding professional practices.	Staff will use ideas to inform and adjust their practice, especially as it relates to the personalization of the learning experience for our students.
Flex Staff	May	Staff looked at the Hanover Student Climate and Mindset Survey data and brainstormed ways to address deficits.	Certified staff	A "Here's What? So What? Now What?" graph of concerns, ideas, and initiatives.	Whole-school focus on Non-Violent Communication, greater community connectedness, and the introduction of growth
Flex Staff	September	Staff professional development on "Blended: Using Disruptive Innovation to Improve Schools" and staff collaboration regarding personalized learning/differentiation in the classroom.	Flex staff	Understanding of the personalization that is occurring for individual students and insight on how to continue that in every class	Improved personalization and differentiation for all students in every classroom
Flex Staff	November	Book discussion on "Blended Learning in Action"	Teachers and counselor	engaged discussion on blended learning tools and classroom implementation of these	student engagement through personalized learning
Flex Staff	April	Introduced and practiced Nonviolent Communication (NVC), especially as it relates to our students.	Certified staff.	A common language to use with both staff and students alike.	Students and staff will be able to communicate to each other in a manner that is non-threatening and in a way that
Flex Staff	May	Book talk on "Go Blended"	Certified Staff	Discussion on classroom design and IT assistance.	Teacher classrooms that enhance station rotation; Streamlined process to

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<b>Homer High School</b>					
Canvas Training	May	Canvas training & collaboration with other teachers. Helping each other.	Michelle Thomason and several teachers	Working on Canvas pages	Making the most of Canvas
ELA PLC	April	Discussed policy concerning credit and subsequent class offerings; multigenre projects; shared understanding, rubrics	language arts teachers	cross-curricular multigenre project	inform practice
ELA PLC	May	PowerSchool techniques Scoring practice work Professional summer development and other workshops PLC transitions	Erin Brege Heather Reichenberg Suzanne Bishop	writing process plans for next year	Students will directly benefit from the process plans and implementation of summer professional development
Health / PE	November	Curriculum planning	Both PE / Health Teachers	Swim Unit and Health Lesson plans	aligned lesson plans
HHS High School	September	HHS brainstormed action items to support school goals. Individual PLC then created action items to support school goals and started looking at aligning curriculum to match PEAKS tests.	The entire staff met for the first 45 minutes and then individual PLC's met.	A list of action items to support school goals and plans for future PLC work.	Individual teachers will meet with at risk to students to support and monitor their academic progress.
HHS High School	October	*LA was working on curriculum standards *Math was look at PEAKS results and was trying to get enough information to change their teaching *Science was working on planning a school-wide problems solving activity scheduled for 12-7-17	All certified and non-certified staff were part of this process - 2 teachers were sick	*One plan for a school-wide activity and agenda for our next staff meeting *World Languages have part of a common assessment complete *Math has a list of data they need to collect before they can start making changesd	*Consistency in our Spanish classes *Implementation of higher level thinking skills in a school-wide activity *Math looking at changing what is taught and when for now and changing how they teach in the future

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HHS Social Deviants	May	<p>Discussed department staffing and teaching assignments</p> <p>Discussed upcoming school innovation committee activities</p> <p>Reviewed World History, US History, US Government, and AK Studies curriculum progress</p> <p>Discussed project-based learning assignments for US History, World History, and US Government including learning outcomes and assessments</p> <p>Reviewed ideas and action items brainstormed for school goals</p> <p>Reviewed grade reports for student intervention needs in social studies</p>	Dennis Welch Michelle Borland Kendra Nelson Lisa McCutcheon	Common formative assessments and strategies to check for understanding Document-based assessments across the curriculum Citizenship initiatives to encourage student participation in the community	Increased student engagement Collaborative assessment tools Intervention strategies for high risk students
IN SPED Team	September	Gallery walk, group brainstorming, share outs	All staff Certified and Para-Pros	Action items to support school goals.	Building student community, making sure freshmen achieve their 6 credits. Implementing PL by April in at least one
Language Arts	September	We were only given thirty minutes to work in our PLCs because we first had to work on our school goals as an entire staff. Subsequently, we discussed ways that we are personalizing student learning in our language arts classes.	Language arts teachers and special education teacher who co-teaches exclusively with language arts classes.	dialogue	Hopefully this lays the groundwork for further collaboration on personalized learning.

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Language Arts	October	<p>We discussed the data from our narrative pre-assessments, implementing the expository pre-assessments, adding prompts to the expository pre-assessments and strategies to help students with expository writing.</p> <p>Subsequently, we agreed to create additional expository pre-assessment prompts.</p>	Language arts teachers	Expository pre-assessment prompts and strategies for teaching expository writing.	We were all excited to try some of the expository writing strategies.
Language Arts	November	<p>Our PLC discussion focused on personalized learning examples and strategies. We also discussed our Poetry Out Loud annual competition, upcoming common writing assessments and class offerings for next year.</p>	Suzanne Bishop, Heather Reichenberg, Jessi Felice, Sean Campbell	We shared examples of personalized learning.	<p>Our discussions of personalized learning have changed the way we teach.</p> <p>We are doing more collaborative work with our students' writing; we are using station rotations more regularly; we are providing</p>
Librarians	May	<p>1. How to best collaborate with classroom teachers 2. Increasing collaboration opportunities 3. Increasing student awareness of the library and its organization 4. Efficient use of time with classrooms 5. Use of exit tickets 6. Teaching digital citizenship 7. Updating our procedure manuals 8. Lamenting how a high school library can be drastically and negatively altered with only half-time staffing.</p>	Two certified librarians	Usable ideas and strategies for next fall.	<p>The ideas and strategies are concrete and practical. We will be able to successfully instruct students in locating and responsibly using information and technology and positively impact student learning through collaboration with classroom teachers.</p>

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Math Department	September	We brainstormed our 3 school wide goals and came up with 2 action items per goal. Goals: How to make sure freshmen successfully acquire 6 credits in freshman year. School wide competition ideas How to incorporate the Personalized Learning Plan	Scot Akers Dan Newsted Reba Temple Laura Reiske Pam Rugloski	two action items per the goals stated above	We are reflecting upon ways to help kids get more involved in our school and become more successful. We are working together to achieve even better math scores than we already have!
Math Department	October	We discussed the PEAK Test and its results in our school. We spent time looking at ways to insert content to help raise the areas of concern on the test. We spent time creating and problem solving the online testing on canvas and explored Canvas Commons activities and tests. We discussed ways to share common assessments and courses through Canvas	Reba Temple Dan Newsted Laura Reiski Pam Rugloski	Pre Calculus exam for chapter 3. online and in the canvas course. A plan for implementing teaching of content outside of our current curriculum to benefit the PEAKS scores	Personalized learning opportunity with differentiation built into the canvas assessment. Obviously the Peaks content will result in better performance opportunity in the spring
Math Department	November	Developed a google drive folder to house and share our common assessments and activities. We shared creative Geometry assessment. We explored the Google Suite and formatting of documents. We also had fun solving a PreCalc gear problem.	Dan Newsted Reba Temple Scot Akers Laura Reiski Pam Rugloski	We made a google	Streamlined PLC meetings and Collaboration.

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Math Dept	May	<p>We spent the entire early release time working on our canvas sites to improve and personalize our instruction and techniques. Michelle Thomason was invaluable and a wonderful instructor. She is incredibly knowledgeable about this area. It is a far better situation to sit in a workshop with people working on the same topics with roughly the same level of expertise</p>	<p>Scot Akers Dan Newsted Reba Temple Laura Reiske Pam Rugloski</p>	<p>Improved and updated Canvas courses. It is a really great idea to allow the teachers some work time especially when it is directed toward our "next greatest initiative" personalized learning</p>	<p>Students are allowed more, deeper, and varied, opportunities to take their learning levels. We are pushing to work toward the districts goal to do this</p>
Math Dept. PLC	April	<p>We began with a review and discussion of one of the Trig Star problems presented to Pre-Calc students the day before the competition. We looked over some of the responses and talked about ways to reteach concepts. We continued our creation of the Google Doc that contains common assessments and activities. We discussed placement for next year and the sections we felt would be necessary. Some individual students were discussed as far as placement is concerned.</p>	<p>Scot Akers, Dan Newsted, Reba Temple, Pam Rugloski</p>	<p>a larger collection of assessments and activities for all of the sections of Math offered at HHS.</p>	<p>common language and focus on the areas of concern in Geometry and Pre Calculus.</p>

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Misfit Toys	September	We are going to create videos for the students to watch and calibrate as a class using the new participation rubric we created at the beginning of the year. We used this time to plan what each criteria looks like at the exemplary level, proficient, below proficient, and far below proficient. We plan on creating this video during the next early release day. We also plan on doing this for each class in our group.	Alayne Tetor Amy Johnson Kyle Schneider Walter Love Lauren Seaton	A plan for the video.	Students having a better idea of what participation should look like
Misfit Toys	November	we recorded a video in the ceramics studio acting as students in the studio. We have collaboratively created a participation rubric for our classes and are using these videos to demonstrate expectations within the rubric. We each 'acted' as a different level student so that the students can understand what excellent looks like versus proficient etc.	Alayne Tetor, Walter Love, Amy Johnson, Kyle Schneider, and Lauren Seaton	A Participation Video for Ceramics	A further understanding for the students on the behavior expectations within the studio.

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Misfits	October	<p>Our collaboration project this year has been to come up with a work skills rubric which is pretty consistent across the different disciplines that we teach. Lauren came up with the idea to create videos which demonstrate the different levels (1-4) of work skills within each content area. Today, we worked together to film a video of us working in the culinary arts room. Each of us demonstrated different levels of work skills while baking pumpkin chocolate bread. We used our rubrics in order to draft up roles and expectations for each of our roles. We were able to complete the filming of this project. Lauren will edit this video since it is for culinary arts. In the future, we will create a video for ceramics, construction, and band/choir and we will each edit our own videos respectively. The video will be a great way for students to calibrate their own work skills while filling out their self reflective logs.</p>	Lauren Seaton Amy Johnson Kyle Schneider Alayne Tetor	A calibration video demonstrating different levels of work skills based off of our common assessment work skills rubrics.	The video will be a great way for students to calibrate their own work skills while filling out their self reflective logs. Also, this helps us to better understand what we are looking at when we are observing students' work skills in the classroom.
PE/Health	September	Action Plan for School Wide Goal TEP Goal Unit Planning	PE/health teachers at HHS	Plan to help 9th graders pass and obtain their PE/Health credit Unit Plan for Lacrosse and Core Values	Students will have a better chance to pass and earn credit.

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PE/Health	October	We completed our fall reflection for our TEP which is related to Canvas. We were able to identify what is working and ways to personalize it and make it more engaging for the students/parents. We developed common assessments and study guide for our current unit on Ultimate Frisbee. Discussed our goals for health this quarter (mindset and goal setting) and how to schedule curriculum and guest speakers into our class.	Sandra Choate-Hudson and Chris Perk	TEP fall reflection is complete. Two common assessments were developed and ready to copy. A study guide was also produced. Goal setting lesson for second quarter was developed and ready to copy.	Canvas site will be more student/parent friendly for 2nd quarter. A common assessment was developed to give students instant feedback during our ultimate frisbee unit on successful throws, catches and other strategies as well as areas of growth. A common assessment was also developed to measure student progress in the unit. We will start our goal setting unit this Monday.
PE/Health	May	Used time to update Canvas Site	PE Department	Weekly assignments and itinerary for each week	Students who missed class were able to stay on paced with this platform to use while
Principal	April	Misfits were looking a rubrics and grading practices they could share between their classes - Social Studies review study guides	Misfits - Music, art & CTE teachers Social Studies Teacher (All teachers were in an PLC during this time)	Misfits - Rough draft rubric Social studies - polished study guides that can be used with all classes	Better communication of expectations and grading with Misfits and hopefully better test grades in social studies
Principal	May	-LA teachers were looking at how get better peer review comments - Math teachers were getting training on Canvas and improving their online material - Social Studies was reviewing curriculum - Misfits (Art & Music) had district level PLC's - Science was f	*All building teachers *Principal *Michelle Thomason	*Created plan to get student feedback *Developed Canvas material for classes *Completed yearly PLC goals *Yearly reports submitted to principal	*Increased personalization *Better classroom experience for students

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science	April	We had an administrative meeting with all teachers of AP classes to discuss the direction we want to go as a building.	Paul Story, Sean Campbell, Daniel newstead, Lin Hampson, Doug Waclawski	Meeting set for all students during FOL on Thursday, April 12, where all teachers will discuss expectations and options for next year.	Students will have a better idea of what is expected of them when they sign up for AP classes
science	May	DNA fingerprinting unit through Canvas AP Chemistry unit through Canvas	Vicki and Matt	The units on Canvas	For AP, it will give the students a chance to review and prepare for class before it starts in August. Alternative work for students who are out with medical. Students have

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Science Department	October	<p>PLC selected the following dates for future work toward this goal.</p> <p>November 2nd meeting to determine two spontaneous problems for practice and real deal. Each member is to report with 2-3 problems for consideration. November 14th-science department will provide staff the opportunity to participate in spontaneous problem. Week of November 20-22, science department will allow run through of spontaneous problem with all science classes. December 7th- school wide problem solving 2:25-3:45. Department determined that there will be 4 participants per group and they will be a mix of age groups. Teachers will participate as independent groups. Science department will facilitate and will recruit judges. Goals for the next meeting will be to select problems, discuss logistics of organizing and on-site needs (supplies/ loudspeaker, etc.)</p>	Vicki Lowe, Bruce Rife, Matt Stineff	<p>PLC selected the following dates for future work toward this goal.</p> <p>November 2nd meeting to determine two spontaneous problems for practice and real deal. Each member is to report with 2-3 problems for consideration. November 14th-science department will provide staff the opportunity to participate in spontaneous problem. Week of November 20-22, science department will allow run through of spontaneous problem with all science classes. December 7th- school wide problem solving 2:25-3:45. Department determined that there will be 4 participants per group and they will be a mix of age groups. Teachers will participate as independent groups. Science department will facilitate and will recruit judges. Goals for the next meeting will be to select problems, discuss logistics of organizing and on-site needs (supplies/ loudspeaker, etc.)</p>	<p>We will positively impact innovative and creative thinking in our building while improving our school climate and culture. We will also be inviting community members to be a part of or school to continue nurturing positive relationships.</p>
Science Dept	November	<p>We developed an original spontaneous problem for school wine innovation day. We created materials list and determined possible solutions.</p>	Matt Stineff Vicki Lowe Mike Tozzo	<p>original spontaneous problem materials list possible solutions.</p>	<p>Increase aptitude in the following areas problem solving skills, collaboration, communication. This will also enhance school climate.</p>

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Science Dept.	September	Brainstorming departmental contributions to school goals. For example, should be tackle one goal or all goals? Canvas work-discussion and implementation.	Matt Stineff Vicki Lowe	3 action items. Assignments on canvas.	Better school climate and student/teacher relationships. Increased relevance for students. Instructional efficiency improved with Canvas.
Social Deviants (Social Studies Dept)	September	Action items going forward: Look at the stats for AK History to identify weaknesses/gaps in knowledge/skills Look into contest opportunities in the social studies that apply to real-world problems Ex: Model UN; Constitution Day; History Day; Amazing Race competition across the content areas Involve student groups Intensives/mini courses Everyone will pick their own topic for a research project in each of the social studies classes this semester	Michelle Borland Kendra Nelson Dennis Welch Douglas Waclawski	Action items for our school goals	Increased student engagement and problem solving skills
Social Studies PLC	October	The PLC reviewed the school goals and looked for areas to address. One school goal is to increase the number of freshmen who earn 6 credits. To review this goal, we looked at Q1 grades for freshmen and looked for areas in which we could address to increase students learning. We also discussed personalized learning and shared ideas of how to integrated customization into our social studies classes.	Dennis Welch Michelle Borland Kendra Nelson Douglas Waclawski	Ideas for a current events assignment were produced which will give students a more customized experience when it comes to analyzing articles.	This meeting will impact the way in which we provide personalized learning opportunities to our students.

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Social Studies PLC	November	Materials were gathered and reviewed for integration in current event analyses in order to make them more personalized to students' learning styles	Kendra Nelson Michelle Borland and Dennis Welch were absent but met with Kendra beforehand	A Google Form for current event analyses which allows for student choice in how they demonstrate their understanding of the issues	This will give students more choice in their learning yielding improved results and student passion for current events
Special Education	May	Caseload student from HMS, will need a good transition meeting with the team Student from Niko coming this next year, will be a sophomore Student in a study skills class transferred in from Georgia. No IEP provided, and so need to find out if there is information we need, or why student was enrolled in study skills? Will follow up with counseling office IEP Saturday & Paperwork on the truck Tuesday the 8th All red files to Jessi before IEP Saturday- she is going to work on them then Common Assessment final data- get that to Jessi Laura- gradebook from last semester you can run a report and get the total number of points so that you can have your initial data from semester 1 and final data. Submit final data to Jessi next week. (Can get more data after, but next week is what Jessi will use to crunch numbers) Schedule for next year/Support So many students on caseload next year, 3 teachers will have 2 study skill classes	Trina Uvaas Mike Tozzo Laura Reiske Lisa McCutcheon Kathy Baldwin Deb Kurtz Jessi Felice	PLC notes to be shared with administrators. Plans for finishing this school year. IEP/ESER plan for next year	More collaboration with general education teachers. More organized with meetings/paperwork. Ways to improve our common assessment

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World Languages	September	Planned curriculum for a native Spanish-speaker that has needs different than those of most of our World Language students.	Erin Brege and Gordon Pitzman. We shared the document we created with Laura Reiske and Lisa McCutcheon.	The beginnings of a course outline for A.T.	Teacher will have some direction and guidance as to what the student needs to be doing on a daily basis
World Languages	September	Teaching new teacher how to use Canvas and Powerschool. Long term planning with the Middlebury currilum. Creating a curriculum guide for a native Spanish-speaker	Erin Brege and Gordon Pitzman	a curriculum guide	Erin Brege will be able to do her job as a teacher. Student will have specialized curriculum.
World Languages	November	I had nobody to meet with today. I worked on long term planning and preparing Canvas course shells for semester 2. I also shared lessons and docs with other teachers in the district via googledocs.	Me	Canvas course shells	I will be ready to teach second semester
World Languages Teachers	October	Curriculum alignment Common Assessments	Five KPBSD teachers including both Homer High Spanish teachers	A document outlining common curriculum to be covered in three years of world language study	Curriculum alignment among teachers in KPBSD
PE/Health	May	Journal Entries	PE Department	We were able to come up with weekly prompts that lead student thought process in various areas of health.	This was personalized learning and also allowed students to share out after a short period of time.
PE/Health	May	Common Assessment	PE Department	Came up with a common Fitness Components	Students were able to monitor their monthly fitness habits
<b>Homer Middle School</b>					
7th Grade PLC	October	Development of 4 behavior plans for 7th Grade Students with IEPS	7th Grade Team School Psychologist School Counselor Administrator	4 Draft Behavior Plans	Student success at HMS

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7th Grade Team	November	Teachers discussed and decided upon criteria to be used for student recognition awards	7th and 8th grade teachers	1. Established student selection criteria 2. Schedule for student selection and announcements 3. Location for award displays	Increase positive school wide climate for both students and teachers
7th Grade Team	May	Reviewed and discussed School Climate Survey data and conducted classroom walk-throughs	All staff	Proposed action steps towards improving school climate	PLCs will continue to discuss action steps
8th grade team	May	Walk through all teacher's classes to share personalized learning in action. Each teacher presented for 5-7 minutes on how they are using personalized learning in their classrooms. Analyzed data from student climate and culture survey	All teaching staff	Smart goals related to student survey data	Smart goals were aimed at improving scores in lower categories of the survey. Teachers will take ideas learned from peers to improve their teaching.
8th grade team/7th grade team	November	Teachers discussed and decided on criteria for student recognition awards.	7th grade team teachers and 8th grade team teachers.	1. Established criteria for student selection. 2. Determined schedule for selection and announcements. 3. Location for awards display.	Increase positive school climate for teachers and students.
HMS PLC	April	Ed Elements Design Workshop: Marshmallow Challenge Empathy Activity How Might We Activity Student input to design	Administrator, teachers, paraprofessionals	Pre-work for the classroom design which will be our next steps	Increased student engagement
HMS Whole Staff	October	Go Blended Group Activity Self Asses Blended Learning Readiness Review Twenty One Lesson Plans for Implementing Blended Learning	Certified Staff	Individual Assessment and Readiness	A smooth transition for PL in the classroom

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Whole School	November	Discussing how to implement instructional rounds, scheduling, obstacles, what it will look at and the possible impact.	Administration and teachers	Volunteers and interest. A schedule will be created and sub requests.	Improve teaching practice and what works best with our students
Whole Staff	September	KPBSD, KPI, PL Presented by John Pothast	Whole Staff	Clarification for staff about the KPBSD Strategic Plan, KPIs and the goals for Personalized Learning.	Smooth Transition and Buy In for Personalized Learning.
7th Grade PLC	October	8th Grade Team Collaboration and Year Plan	8th Grade Team	Brainstorm of Activities for the School Year Cross Curricular Unit	8th Grade Team expectations for academic achievement for students with choice-
HMS Whole Staff	October	Individual Paraprofessional Goal for the 2017-18 School Year Review of Paraprofessional Evaluation Process Review of Paraprofessional Responsibilities	Paraprofessionals	Individual goals to review in Spring 2018 Collaboration about roles Collaboration for highest need students if a para is absent-hierarchy.	Paraprofessional belonging and ownership A plan to support high need students with IEPs
<b>Hope School</b>					
<b>Kachemak Selo School</b>					
K-Selo	September	Staff used the Core 4 Teacher Toolkit and Core 4 Tactics Bank to investigate instructional strategies.	All Staff	Groups discussed/reported the instructional strategies they are currently using and how they might be improved on. Reflections sent to administrator	improved instructional strategies
K-Selo	October	Book Talk ELL Training World Languages Skype meeting	All Staff	Blended Learning Plans ELL trained in Wida Assessment World Language Curriculum	Improving Blended instruction in the classrooms
K-Selo	May	Migrant Activities for next year End of year Seminar Plans	All Staff	Schedule for Seminars Set dates for beach cleanup, science fair, end of year picnic/field day, seminar presentations	Ideas for migrant activities next year plans set for the end of the year activities

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Selo Staff	November	Blended Learning in Action discussion group	All Staff	Questions for the Ed Element Wave 2 presenters	Increased use of the Core 4 strategies
<b>Kaleidoscope School of Arts and Science Charter School</b>					
5th Grade	May	Meeting together to discuss preparation for next year.	All Certified Staff	Schedule Class Lists A plan for summer work	Feeling more secure about what is coming at the end of the school year. Closing
Ed Camp 1	November	Discussed in small break out groups about adopted math success; Daily 5 and Writer's Workshop and Conscious discipline Implementation/hiccups	Group 1:Grimm; Boonstra, Boersma, Atchley, Fields, Cady, Tronnier, Zinszer Group 2: Cooksey, Darch, Lundstrom, Stroh Group 3: Cooksey, Darch, Lundstrom, Stroh	All groups shared practices and questions of how to best implement in their classrooms Students are using the language; effectiveness of feeling buddies; more training Daily 5 how to best use the groupings-lack of effective Writer's Workshop; lacking meeting with kids as often as we'd like...still feeling like there is not enough reading or writing	improved use of technology greater gain in social skill development more efficient use of time...next steps; problem solve how to provide more intense time of conferencing with students for reading and writing
Instructional Staff	September	Reviewed PEAKS data as instructional staff; noted trend areas of strength and weaknesses; looked at percentages and numbers of students in sub categories of the assessment; overlaid our instructional strategies and practices to each sub category	All instructional staff grade K-5 including aides and specialists	lists of strategies and LOTS of I Wonders...will there be a more explanation of the test? Will there be a grade level appropriate practice opportunity for students? Will there be a way for students to experience the format of the test? Will the state be able to become proficient in any area to their own standard?	Focus in instruction and intentful practice with students to exceed the set state standard; supplemental practice of "basics" to mastery; focusing on math not language in math...using a guided math approach; automaticity in math skills and facts

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kindergarten collaboration	April	Our team uses our collaboration model developed by our school that supports and aligns with our school's charter and mission. Using thematic and conceptual learning as our base, our team worked together to discuss brain based integration strategies and learning experiences that are hands on and minds on.	Kindergarten team, science teacher and music teacher	Integrated Learning Plan	As stated above, lessons and learning experiences that are brain compatible and reflective of our school's mission/ charter.
kindergarten collaboration	May	Kindergarten Transitions- how to meet the needs of incoming kindergarteners, collaborated with Kenaitze as well	kindergarten team kenaitze	plans for incoming kindergarteners	crucial work was done to set up kids for success on day one in kindergarten that included allocation dn implementation of resources.
Staff-Conscious Discipline	October	Started with a movement activity; watched Feeling Buddies videos by Dr. Bailey; practiced the A.C.T. strategy	instructional staff-both certified and support	best practice and strategies for student conflict;	better response to student disruption and conflict
	April	Discussed strategic plan and how it impacts curriculum and scheduling needs.	all staff	discussion and ideas for strategic plan, came up with what we were going to do for schedule	Hopefully we will have a schedule that is helpful with student needs. Also focusing curriculum needs to address

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Ed Camp 1	November	EdCamp 2 Tech Questions Integration/Total Learning HET	Group 1: Tronnier, Boonstra, Atchley, Darch, Grimm Group 2: Zinszer, Cady, Boersma Group 3: Cooksey, Fields, Lundstrom, Stroh	Group 1 SuccessMaker issues-; ipad difficulty with space;lab times...using technology in classroom; Group 2 discussed arts integration-came back to the charter and the description in the charter; importance of collaboration-how to touch base consistently; being sure all instructional staff understand what the definition of integration is and implementing this through the lens of art.... Group 3 similar to integration...huge premise for the charter...HET importance and how it is spelled out in the charter (body brain compatibilities-building from the social action and conceptual keypoints-focus needs to be on the charter	possibly purchase more technology use of Total Learning binders and possibly missing training and depth; importance of charter depth and need professional development
Ed Camp 1	November	collaboration kids # when delivering ELL Supports	all present	are people meeting; some clarification of how to account for students who are our ELL supports? What teacher teaches them?	challenge of time and finding collaboration--getting together to find a time; important piece of the charter awareness of total number of
<b>K-Beach Elementary School</b>					

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2nd Grade	April	Classroom teachers have agreed that students need additional intervention/extension in the area of reading (Walk to read activity).	John Cook Kelly Brewer Paula McCoy	An instructional plan to service all students in the area of reading/writing. Each teacher will take a group of students for 12 weeks and work with them on intervention/enrichment activities such as Phonics for Reading, Reading Mastery, or Sound Partners.	We hope to see growth for all students through the in house intervention.
2nd Grade	April	collaborative walk to read block with all 3 2nd grade classes	John Cook Paula McCoy Kelly Brewer	instructional plan for next year to service kids below grade level, at grade level, and above grade in reading and writing through in-house intervention	looking to provide a fun interactive way to get some extra practice or extension by leveling kids and coming up with some instructional units of interest
3rd grade/ 4th grade / intervention	April	Our PLC opted to build on our TEP plan from last year and continue to expand our use of our technology programs in order to further personalize learning in math for our students by monitoring their data and making instructional adjustments more immediately.	Bill Vedders, Cheryl Romatz, Theresa Salzetti	A system was developed where our team regularly reviews student data and matches students with the programs that will provide practice to prescriptively attend to the individual needs of the student. We currently have the opportunity to use the following programs in our plan: Reflex Math (provided by our PTO), Moby Max, IXL, and SuccessMaker Math ( used on a limited basis due to limited number of Intervention licenses).	The impact on practice has been that the students are getting their math remediation or enrichment needs met at every level and have also begun to self-monitor, self-assess, and self-advocate.

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3rd grade/4th grade/intervention	May	Discussed personalized learning that could be provided to students next year through the use of MAPS assessment and data.	Romatz, Salzetti, Vedders	Better understanding of the MAPS tool in preparation for next year. We formulated a possible scenario for intervention with intermediate students.	Using the personalized data from MAPS we anticipate implementing more targeted instruction.
3rd grade/4th grade/Intervention	May	Discussed the personalized learning that could be provided to students next year through the use of MAPS assessment and data.	All Staff/PLC Group Cheryl Romatz Bill Vedders Theresa Salzetti	In preparation for next year, we formulated a possible scenario for Intervention groups for the intermediate students.	Using the personalized data from MAPS, we anticipate implementing more targeted instruction aligned with the MAPS results.
3rd/4th/Intervention	May	We discussed the personalized learning that could be provided to students next year through the use of MAPS assessment and data.	Cheryl Romatz Bill Vedders Theresa Salzetti	In preparation for next year, we formulated a possible scenario for intervention for the intermediate students.	Using the personalized data from MAPS, we anticipate implementing more targeted instruction aligned with aligned with the MAPS results.
4th Grade Team	September	Ideas were shared for personalized learning. One teacher shared an idea for offering choice during reading centers. The students would have more than one way to practice a skill available at a reading center. Another teacher shared how she teaches a math mini-lesson and then has students try a few problems to determine if they are ready for independent work or more intense instruction.	Mrs. Marcou and Ms. Chambers	An idea log has been started to record practices that are working and practices to try.	The practices have been successful where they are currently being used. Small groups are getting targeted instruction. Students are enjoying the choices.
4th Grade Team	April	Our team discussed implementing Genius Hour later this quarter. This will enhance our personalized learning efforts.	Lisa Chambers, Lizzy Young, and Darcy Marcou	We created a plan of activities to use with our students as they research their topic of choice.	Our students will be empowered to control their own learning with Genius Hour. They will learn more about a topic that they are

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4th Grade Team	April	Discussion included implementation of genius hour.	Darcy Marcou, Lisa Chambers, Lizzy Young	A plan to facilitate students' choices of research topics, resources within their comprehension level, and ways in which to demonstrate their learning	Our students will be empowered to control their own learning with genius hour. This will enhance personalized learning and engagement.
4th Grade Team	May	MAP Assessment pilot, reports	Darcy Marcou Lisa Chambers	Plan for using assessment data to guide instruction	Not only giving a student score, but information to help guide instruction... meaningful
4th Grade Team/Whole K-Beach Staff	May	Mr. Crabtree introduced the MAPS testing platform to the staff. We were able to ask questions, look at reports, and review current and future testing scenarios.	The whole K-Beach certified staff was involved in this discussion.	A surface-level understanding of our MAPS pilot for next school year was produced.	Each time we meet and learn more about MAPS will increase our comfort level with this practice for next school year. The more we know ahead of time, the more
5th grade team	September	Discussed benchmark test data and student grouping. Discussed personalized learning strategies and topics.	Jason Daniels and Suzanne Klaben (Nate Crabtree via email summary)	Student list for instruction based on data outcomes. Personalized learning techniques and strategies	In regards to data. Our student will be instructed at their optimum learning level We generated a list highlighting what was working
5th grade team	April	Planned and revised classroom instructional strategies in all subject areas to maximize content delivery and continuity.	5th grade team	a google document	Improved instructional strategies in all subject areas maximizing content delivery and continuity.
6th Grade	May	We met as a staff to discuss the end of this year and the beginning of next. There was a big emphasis on upcoming MAPS piloting at K-Beach and how that data will be used.	All staff	A plan for testing as well as volunteers for a MAPS committee. There is also a staff observation day planned for next week. Teachers will be able to observe each other in classrooms.	1. An improvement in data, and data driven decisions. 2. Opportunities for teachers to observe each other.
6th Grade	May	We discussed the roll-out of MAP testing for the 2018-19 school year.	The entire school.	MAP testing plan and an observation schedule for may 9th Personalized Learning team.	Next years testing will be changed from aimsweb to MAP.

PLC Group	Date	Please describe the activities/collaboration.	Who was involved?	What was produced?	What is the impact on practice?
Certified Staff Next Steps Turnkey Training	November	Certified staff completed the Next Steps Turnkey Training provided by Education Elements and adapted by the K-Beach PL Team.	K-Beach Certified Staff	A plan was developed for enhancing student ownership and reflection.	Students will have increased opportunity for ownership and reflection.
Certified Teachers at Staff Meeting	May	Reviewed Hanover Survey results, discussed Education Elements Walk Through & Administrator Calibration, MAP testing, Emergency Action Plan, May 9th Peer Observations, 2018-2019 school year.	All certified staff.	Discussion and planning ahead for next year.	More assessment data will be available to differentiate instruction using MAP testing.
First Grade	September	We discussed innovations that we have tried with personalized learning, questions we might have, and current practices used that we have shared with peers. We went over our fall benchmark assessments to create student groups based on skill level. We referred to the Core Four Levels of Targeted Instruction.	The first grade team was involved.	Groupings of students based on assessment data.	Students will be working at their instructional level.
First Grade	March	We went over Aimsweb assessments and regrouped students. Discussed writing assessments and matched to state standards. PBIS Survey	First grade team	New groupings for our new personalized learning in our classroom Rubrics for our writing assessments	We will be changing our groupings and select activities to match student levels
First Grade	May	We were introduced to the MAPS Assessment for K-6. We will be piloting it next year.	Mr. Crabtree and whole staff	Mr. Crabtree gave us examples and links with Khan Academy. It was reassuring that we will be able to track student progress and link it with standards.	Using Khan Academy will be helpful for personalizing learning with a computer station to work on individualized skills from the assessments.

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Intervention	September	We checked for data entered into AimsWeb and began printing out grade level reports for data driven academic decisions to support personalized learning. We also discussed the behavior needs of our school and how best to meet those needs with lessons tailored to those specific needs.	Theresa Salzetti Janae Van Slyke	some grade levels were done entering data, so we were able to print some reports to begin looking at the data	We will see the next round of referrals to Intervention for academic and behavioral concerns with the conclusion of the fall benchmark testing. We will be meeting with grade levels and discussing how to best meet the needs of our students based on the data from the testing.
Intervention PLC Group	April	Grade level data meetings looking at grade level concerns and attendance. Meet and prepare information to be sent home to families regarding intervention. We have look at current intervention students to see if their learning goals need to be adjusted. We have met and discussed personalized learning strategies and techniques.	Janae Van Slyke and Theresa Salzetti	Intervention plans and Intervention groups are constantly being adjusted to meet the individual needs of our students.	We want our students to consistently apply and/or use skills in every learning situation. Over time we look to see students meet or exceed expectations and exit intervention.
Intervention PLC Group	May	Group discussion about the pros of new MAPS testing and the data provided to personalize learning groups for students.	Theresa Salzetti Janae Van Slyke	Tentative plan was made for next year based on the usage of MAPS testing in conjunction with intervention and staff placement. Staff members volunteered to be trained by district and help teach staff who is piloting the MAPS testing.	The impact on our practice will be more personalized learning through targeted instruction from the MAPS data.

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K-Beach	April	Review children's instructional plans and IEPs, as well as data on progress. Collaborate for incoming kindergarten transitions among SpEd team.	K-Beach SpEd team and aides.	Organized probable case managers and plans for smooth transitions for new intensive needs kindergarten schools	Smoother transitions for incoming kindergartners Better collaboration and continuity for behaviors and transitions across room Good collaboration on goals and <del>stepping stones for further</del> Using the MAPS - will have huge impact on our intervention and personalized
K-Beach	May	Introduction to MAPS testing to be piloted next year at our school.	All certified staff	Knowledge of MAPS system.	Using the MAPS - will have huge impact on our intervention and personalized
K-Beach 6th Grade	September	We met regarding Benchmark testing, i.e. Aimsweb and Performance series. We reviewed student scores and determined learning plans for <del>specific needs</del> .	Jacob Newton and Hannah Dolphin: 6th Grade Team.	The team created spreadsheets of student levels with notes on interventions and referral needs.	Student placements in core subjects will directly reflect the analysis of student data, as well as placement in intervention groupings.
K-Beach 6th Grade	April	As a group, we discussed our upcoming class field trip.	Mr. Newton, Mrs. Dolphin, and Mr. Hitchcock (Student Teacher)	Field trip information form Chaperone Meeting Planned Details planned	N/A
KBeach SpEd	March	Worked on Paperwork Shared Instructional Strategies Problem Solving with Students	Kumi Shields RaeAnn Nye Monica Mullet Lisa McDonal	Instructional strategies and best practices were discussed for particular students struggling primarily with behaviors and health concerns.	New ideas and incentives for students struggling with behaviors and motivation.
K-Beach SpEd	March	Worked on paperwork Shared instructional strategies Problem solving with students	Kumi Shields RaeAnn Nye Lisa McDonal Monical Mullet	Instructional strategies and best practices for individual students struggling with behaviors and health concerns.	New ideas and incentives for students struggling with behaviors.
K-Beach SPED	April	Our OT presented useful games for mental health and social skills services.	OT, resource room teachers, SLP, school psych	Examples of effective and motivating mental health services	Improvement in students' mental health

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K-Beach Staff	May	There was a basic presentation of the MAPS program with a look at real K-Beach Data at grade 2 and how the scores for these students aligns or does not align with AIMS testing.	K-Beach Staff, principal	Real time reports that allow us to see how MAPS could be used to target personalized learning in second grade.	I am looking forward to using the MAPS program to improve targeted instruction. From the little snippet that I saw, it will be a powerful tool as our grade level decides how best to deliver personalized
K-Beach Staff	May	We discussed implementing MAPS and the advantages it would allow both students and teachers for more effective instruction and assessment practices.	Different specialists, primary, and intermediate elementary teachers and principal	A much better understanding of what we will encounter when we switch from AIMSWEB to MAPS next year. There was a very good discussion on how to use MAPS for qualification criteria for SpEd academic referral compared to AIMS.	We as a staff feel more positively about implementing MAPS next year. Also, I am brainstorming about how I can use some of the excellent information it reveals to group and instruct students better.
K-Beach Staff	May	MAPs testing overview for 2018-2019	K-Beach certified staff	MAPs team training will be held right after school is out and those trainers will work with the staff in the fall to get things rolling and in place on site.	Certified Teachers
K-Beach Team	May	Introduction to MAPS and discussion of the test potential. We discussed the the possible uses for student personalized growth.	Instructional team	An understanding of the potential for personalized learning for student and individualized	Useable data for personalization
Kelly Brewer John Cook Paula McCoy	April	Rotating the classes through reading groups between teachers and having intervention or extension activities according to aims data. Walk to read. An instructional plan.	John Cook Kelly Brewer Paula McCoy	An instructional plan at the tier 1 level for extension and intervention. Intervention ideas or programs will come from the intervention list. Such as Lexia, Core 5, Headsprout, Sondag.....	The impact will be seen on the Aims assessments and also on the Maps assessment.
Kindergarten KBeach	September	Discussed strategies conducive to PL specific to our classrooms.	Kindergarten team of 3 teachers.	Responses to questions asked by our administrator.	Teachers will continue to implement strategies shared and consider new ones.

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
Kindergarten KBeach	May	2018-2019 MAP pilot program Personalized learning progress and reflection	Staff and PLC	Discussion and SGM	K-Beach teachers will pilot MAP program for 2018-2019.
Kindergarten K-Beach	May	2018-19 MAP Pilot Program, Personalized Learning progress and reflection	Staff and PLC	Discussion and SGM	Next year K-Beach teachers will pilot the MAP program for 2018-2019.
Kindergarten Team	April	Parents of preschoolers visited our school today to experience K-Beach Elementary, complete registration application and acquire school information.	K-Beach kindergarten teachers, principal, classroom aides, PBIS RRR Heroes (K-Beach student leaders), preschoolers and their parents.	Q&A time between parents and principal, a school tour and creative play time with preschoolers, and registration completion.	This is a K-Beach annual event that helps build new enrollment, provides projections for the upcoming school year, and acclimates new students and families to Innovative and effective assessment strategies. When to use them, how to use them, and some student sample scores and what reports it will produce. Also, some
Map Assessment	May	Discussion about next year's MAPS assessment	Staff	More understanding about the assessment and the implementation next year	
Math Assessment	May	Discussion of MAPS assessment and how we would be a pilot school next year. How that would look in regards to benchmarks, state assessment, strategic monitoring, and progress monitoring. What about Aimsweb and other assessments we currently use, how to discuss with parents and a general sharing, demonstration and feedback about the program	Every teacher.	Knowledge	Many questions were answered about the program and further training will be given which is reassuring.
N/A	April	As a kindergarten team we are welcoming our future kindergarten students to our school.	Kindergarten Team Specials teachers Support Staff	A more relaxed group of parents and kindergarten students.	A more relaxed group of parents and kindergarten students.

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
Nikki	May	We had an introduction and overview of MAP Testing, because our school will be piloting this next year.	All of the teachers.	A plan for next year and a team gathered to train on MAP testing.	Teachers will have thorough data on students to guide their teaching.
Primary grade level	April	Preschoolers came in for Kindergarten Visitation. Preschoolers visited classrooms, music, gym and library. Parents listened to short presentation in gym by Principal. Principal answered parent questions regarding kindergarten.	Principal Kindergarten Teachers Incoming Pre-Schoolers Aides Student Leadership Team	Teachers were able to connect with parents and answer any questions to help put parents at ease with transitioning their preschooler to kindergarten. Preschoolers were able to see their new school to help them become comfortable before school starts in the fall. Kindergarten visitation helps the office to ascertain an idea regarding student kindergarten numbers for registration.	Parents and students will ease into the kindergarten transition smoothly. Administration will know the base amount of kinders coming in the fall. Teachers will be able to gain a perspective regarding next year's kinders.
Second Grade	September	Detailed the current practices in relation to the core four elements of personalized learning.	Paula McCoy John Cook	A list of innovations that have been tried including MobyMax, IXL, SeeSaw, Reflex Math, Lexia and Core 5. Reflection may be in the form of exit questions or questions from MobyMax.	Integrate more technology specific to the needs of students. Use formative assessments to check for student understanding. Modify instruction based on student needs.
Special Educaiton Department	September	Identifying resources to tailor individual kids' schedules Implementing more push in support for students who are showing progress New database for SpEd records Rm. 11 has new rocker chairs for students Individual student needs Collaboration of one student in particular in speech, OT, rm. 11, and primary resource needs	Kumi Shields Lisa McDonal Matt Jager Monica Mullet Noelle Miller RaeAnn Nye	Planned visual schedules for student Clearer understanding of PL List of tech needs (Boardmaker) Demonstration of new speech practices Understanding of push in program for intermediate students	More cohesive understanding of what each level of special education provided by the school that will allow colleagues to support one another and provide consistency for the students

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
Special Educaiton Department	March	Worked on paperwork Shared instructional strategies Problem solving with students	Kumi Shields RaeAnn Nye Lisa McDonal	Take aways were instructional strategies and best practices for particular students struggling primarily with behaviors and health concerns.	New ideas and incentives for students struggling with behaviors or motivation.
Specialist collaboration	March	We planned for the schoolwide dance performance. Specialists chose dances and costumes and made the 2-week schedule. Sent out emails to teachers. Reflected on past dances-pros and cons.	Kailey Mucha, Gretchen Bagley, and myself	Lesson plans, schedules, and emails	Students will meet art standards that address performing/exhibiting. Students will experience a new activity that combines gym, music and art. Dance is perhaps something they have never tried before
Specials	September	Discussion on personalized learning and what it means in specials classes. Discovery phase.	Mrs. Bagley, Mrs. Butler, Ms. Mucha, Mr. Crabtree	Discussion of current practices regarding personalized learning in relation to art, PE, and Music. Discovery Phase.	Self-reflection on teaching practices
Sped	April	*Discussed student IEP goals and progress. *collaboratively developed personalized learning plans *Collaborated on TEP progress	Lisa McDonal, Monica Mullet, Cynthia Bybee	IEP goal progress notes TEP progress report	New ideas for personalized learning.
Staff	May	We discussed MAP and talked about Education Elements Walk Through.	K-Beach Certified Staff		

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
STAFF MTG	May	results and feedback form personalized learning walkthrough Emergency action plan review Scheduling for peer observation day Scheduling for next year based on teacher placement and schedules New MAP assessment training opportunity Map assessment reports and feedback form small pilot group	Entire staff	Plan for determining MAP assessment training team Schedule for peer observation Classroom layout examples from observations	Planning for next year for scheduling New assessment information Observation opportunity
Third Grade Team	September	Reviewing data to inform our instructional decisions and groupings. Reflecting on our personalized learning innovations, practices, and questions for the student.	Third Grade Team	Instructional groupings based on data analysis, list of innovations, questions, and practices concerning personalized learning.	The impact is that student performance will be improved. Personalized learning and innovations will be implemented.
	April	The specials teachers got together and planned our dance unit which we are doing together.	The specials teachers	Lesson plans for the next 2 weeks.	
First Grade	May	Peer Teacher Collaboration	Mrs. Felchle and Mrs. Sweeney	Discussion of AIMS scores and TEP completion	We were able to see great growth with our students.
<b>Kenai Alternative School</b>					
Kenai Alt Intervention Team/PLC Team	April	Met to discuss student academic achievement and struggles.	Entire KAHS Staff an	Plans were developed for individual students that were not finding success in one or more classes.	Improved student success with interventions in place.
Kenai Alt Staff	September	Staff met to discuss students whom were not being successful at this point in the Rotation.	Entire staff	Plans were created to help each individual student that was identified as needing further interventions.	Increased student achievement

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
Kenai Alt Staff	October	Teachers began work on their Personalized Learning Book Review/Talk	Certified Staff	Teachers began to the process of reviewing questions to material that was currently being reviewed.	Helped facilitate professional discussions amongst our teaching staff regarding Personalized Learning.
Kenai Alt Staff	November	Reviewing chapter from school book talk.	Staff	Professional conversations about best practices.	Teachers considering new options for future lessons.
<b>Kenai Central High School</b>					
Book Talk Groups	November	site book talk groups	teaching staff	book talk groups will produce presentations for the rest of the staff	staff will increase their knowledge of personalized learning
Staff	May	Teachers complete activities from adult personalized learning playlist	Teachers	various evidence depending on playlist activities	better background/base knowledge for wave three implementation of
Teachers	October	Distributed personalized learning book talk books and broke into groups to organize <u>second quarter book talks.</u>	teachers	calendar of book talk events	teachers will increase baseline level knowledge of personalized learning
Teachers	October	Book talk groups registered with the district canvas courses, UAA courses, and held book talk meetings	teachers	Book talk notes in preparation for presentations to other staff members	Teachers will develop baseline knowledge of personalized learning
	September	Teachers receive Canvas update and then work to implement what is demonstrated.	teachers	Canvas content	student engagement in blended learning
<b>Kenai Middle School</b>					
6th grade	May	Overview of end of the year activities. Time for discussing personalized learning strategies utilized in the classroom.	All certified staff.	Clarification on dates and ideas that other staff have used to utilize personalized learning in the classroom.	Ideas for the classroom

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6th grade team	November	Planned weekly book talk meetings. We also discussed technology concerns, such as the lack of tech available and that ipods/iphones before the 5 won't update. We also talked about makerspaces briefly.	Heidi Vann, Natalie Tews, Luanne Bressler, Tracie Beck, Sara Lucas, Lisa Rolph	Next meeting we will read to chapter 8 and we will meet during lunch on Thursday, November 30th	We will continue to grow in our practice of personalized learning to use in our classroom.
6th Grade team	Other	We discussed the difference between differentiated and personalized.	Luanne Bressler, Natalie Tews, Lisa Rolph, Tracie Beck, Sara Lucas	An understanding of how differentiation and personalization are linked but are different.	Evaluating our practices.
6th grade team	Other	Planning for our book talk presentation	Natalie Tews, Luanne Bressler, Tracie Beck, Sara Lucas	Sara will send out a google slide show for all to add to. Each teacher will take their subject area and give an idea of a lesson that relates to what we are reading in our book. We will make a screencast and share with all staff for them to watch anytime. We will also send out a link to a discussion board to facilitate any questions or comments.	We will get ideas from teachers for each content area that we may be able to use in our own practice.
6th grade team	Other	Book talk discussion and preparing for our presentation	Sara Lucas, Luanne Bressler, Natalie Tews	Ideas for improving our slides for our presentation.	New ideas to use in the classroom
6th grade team	December	We listened to book talk presentations and commented. We have also collaborated on challenger center grant applications. We had time to individually work in our classrooms	Sara Lucas, Lisa Rolph, Tracie Beck, Natalie Tews, Heidi Vann, Luanne Bressler	Our presentation was sent out in an email fo all staff. We had time in our classrooms.	We had time to collaborate and learn from other teachers in our building.

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
7th grade team	December	Developed presentation for our Book Talk. Delivered our Book Talk to our staff via smart document group presentation. Shared specific students examples of how we are currently using blended learning.	The KMS teachers and administrators were in attendance. The following teachers presented for our book talk: Chelsea Newton, Dan Verkuilen, Amanda Adair, Ken Felchle, Mike Gustkey	Smart Notebook presentation	Enabled us to see the pros and cons on implementing Blended learning and therefore help us start initiating the process.
7th Grade Team	May	Staff presented personalized learning lessons.	KMS staff	reflection	The ideas shared inspired me to try a few things next year
7th Grade Team	April	PL Team delivered a presentation on classroom design models Next Steps in Personalized Learning classroom design Teachers that took the class presented their model	KMS Staff	Personalized Learning classroom design	More ideas for designing a classroom model conducive to personalized learning
7th Grade Team	February 7, 2018 early release day	Initial role out Core Four Presentation and Exploration	KMS Staff, Presentation by our school Personalized Learning Team	We rotated in groups, looking over and discussing all the online resource for Personalized Learning, Specifically the Core Four, Ideas from each group were recorded on large poster paper.	Exposure to all the resources
8th Grade Team	December	Book talk presentations	All members of staff	Google slides, videos, smart notebook presentation	Teachers and students implementing blended
8th Grade Team	May	We discussed the efficacy of our changes to implement more personalized strategies and their impact on student learning. We also mapped out of end-of-the year activities and testing schedules.	Bob Summer, Marcy True, Susan Stotz, Lacey Rininger, Misty McCown	Schedules, potential plans for implementing new personal learning strategies	We as teachers will be adding more tools to our toolbox to better serve our student needs.

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
8th Grade Team KMS	November	Jigsaw Blended Learning book talk Sharing of Blended strategies already in practice	Tyler Schlung Lacey Rininger Jennifer Miranda Bob Summer Susan Stotz Marcy True	Sharing of book summaries	Implement new blended strategies Possible increase of technology in the classroom
Exploratories	May	group discussion of personalized learning we have been trying in our classrooms, lessons learned, successes, management issues, reflection	all KMS teachers & administrators	more of a sense of us going through a shared experience with trying to implement different types of personalized learning in our classes	servicing as resources for each other, helping all students grow as they make connections among various lessons in different subject areas. building their
Exploratory	November	Met to discuss blended learning and personalized learning with our team.	5 KMS Exploratory teachers and 1 specialist.	We discussed what we have learned so far about blended learning, and planned out which of us will go in-depth with certain parts of the Go Blended! book in order to make a presentation to the entire staff.	At the least, an informed presentation to the entire school staff in December on blended learning. At the most, a realization that our school is ready for blended learning and making preparations to embark on the process.
Exploratory Teachers	December	presented book talk on Go Blended!	Steve Schoessler, Max LeClair, Susan Downes-Borko, Susan Nabholz, Cathy Zorbias, RaeEllen Kurzendoerfer	Google Docs slide show for our book talk presentation	sharing philosophy and strategies for blended learning among KMS staff
Ken Felchle, Dan Verkuilen, Chelsea Newton, Mike Gustkey, Amanda Adair	November	#NAME?	7th Grade Team: Ken Felchle, Dan Verkuilen, Chelsea Newton, Mike Gustkey, Amanda Adair	#NAME?	Book Talk on Blended Learning: - Must go into the program with an open mind and try to discover new and more effective teaching practices.

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
KMS Exploratory Group	November	We met to discuss the book Go Blended! We shared what we have already read and mapped out a plan for our booktalk.	Susan Downes-Borko, RaeEllen Kurzendoerfer, Max LeClair, Susan Nabholz, Steve Schoessler, Cathy Zorbas	We divided up Parts 1, 2, and 3 in the book; two teachers will present the information from each section, including school readiness for blended learning, software and hardware, student data, teacher readiness, and classroom readiness. We will also share lesson plans for implementing blended learning from the book's appendix. We started a threaded e-mail discussion group for our planning and a shared slideshow for our presentation and scheduled our next in-person meeting.	We will present our information to other teachers at the December 22nd inservice, hopefully adding to the ongoing discussion of blended learning and sharing strategies and success stories within our school.
<b>McNeil Canyon Elementary School</b>					
Cour Four Research	September	Researching Core Four expectations and applying (individually or in small group) to our individual assessment plan, as well as strategizing how to use school-wide.	All teachers.	Reflection plans.	Choosing one of the Core Four to begin implementing in classroom practice.
McNeil	September	Reviewing Core 4 Resources	Staff	Familiarity about the Core 4	
McNeil Canyon	September	Collaboration on the CORE 4 and writing about our topic we chose.	McNeil Teachers	Making choices of topics and going deeper into the topic area.	This helps us prepare for the next time together and do research on the CORE 4 topic
McNeil Staff	September	We reviewed the Core Four Spectrum, Tactics; and elementary resources.	The whole staff	A self reflection to lead into our TEP's or Standard Evaluation products and completing a survey for the District.	The Core Four will be firm in our minds as we move to coming up with a plan for our evaluation.

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
McNeil Staff	September	We reviewed the Core Four levels rubric and the Core Four Tactics Bank.	The staff met as one group to go over the tasks to be completed and then we broke up individually to access the information through links.	Nothing	The use of strategies shown.
McNeil staff	September	learned about core 4 and reflected on practices. Chose an area for growth and worked on TEP	myself and Melon P.	We worked on our SMART goal for our TEP and filled out the form	better self reflection techniques in class
McNeil Staff	September	Review the Core Four Tactic Bank from ed elements on my own then went to collaborate with the 6th grade teacher Joanne Greene about TEP	6th grade teacher Joanne Greene	We wrote out TEP proposal for the 2017-2018 school year	Our TEP is aimed at Student reflection and ownership of their learning to help make them more active stakeholders of the learning
McNeil Staff	October	All McNeil Staff shared the instructional strategy that they have identified for use in their classroom instruction that furthers the Personalized Learning mindset.	All instructional staff, 9 teachers, 1 student teacher, and 3 instructional aides.	Each teacher has recorded their work on identifying and implementing these instructional strategies.	McNeil students will be provided a more personalized learning environment.
McNeil Staff	April	Wave 2 Phase 2 of Turnkey activities.	All instructional staff.	Classroom models of BL for each classroom teacher and aides.	Continued review and improvement of PL instructional practices.
McNeil Staff	May	Wave 2 Phase 3 of PL Turnkey.	All instructional staff.	Staff self-reflected on Core Four continuum and then Pair-shared where they had rated themselves. All group review of self ratings and individual progress.	Staff is actively conversing regarding their attempts to incorporate PL instructional strategies.
McNeil Teachers	September	Primary teachers discussed Core Four Levels and how to implement targeted area effectively at grade level	primary teachers	I produced a Prezi for my targeted area	Instruction will be more specific to ability level, student need, scaffolding needs by individuals and diagnostic
McNeil Teachers	September	We talked about Core Four and answered discussion questions together.	McNeil Teachers	I gained more information on Core Four and came up with strategies for how I can use them in my classroom.	What I learned today will help me apply these strategies in my classroom.

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
School Staff	September	We reviewed Core Four resources, particularly the Tactics Banks.	The whole staff participated.	We have a better understanding of Core Four.	Teachers will have personalized learning tools and strategies to apply in the
<b>Moose Pass Elementary School</b>					
Moose Pass/Cooper Landing/Hope	43061	We read a power point by Education Elements on the 6 risks to avoid when adopting a personalized learning district-wide plan. Also, we watched a video on digital learning integration in a 3rd grade classroom. Then we met with our sister schools and principal to discuss student-focused, project-based learning.	The certified and classified staff from Moose Pass, Cooper Landing and Hope Schools.	We came up with a plan for integrating student driven, project based learning with a 3 week duration to be implemented between now and the end of the school year.	We believe the students will be more engaged and also the information will be more memorable. It will move our lesson planning away from a standards based focus.
<b>Mountain View Elementary School</b>					
2nd Grade	December	Looking at data to group students in class and in intervention. Fine tuning PL practice to accommodate groups.	2nd grade team	groups of students, students who need intervention, Personalized Learning practice fine tuned.	students will receive more personalized learning
2nd Grade	April	-Analyzing M-COMP and R-CBM scores -Discussed adding 5 minute math assessment - Discussed best practices for improving personalized learning in the domain of student reflection	2nd grade team	Small group rotations Student reflection choice board and reflection page	We expect to see student growth in math and reading benchmarks.

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
2nd Grade Team	September	*Set AIMs WEB strategic monitoring (R-CBM/ M-COMP) schedule for the year *Reviewed ELA pacing guide for Q1 *Reviewed Math pacing guide for Q1 *Created a list of Personal Learning activities to explore using in the classroom during Q2	2nd Grade certified teacher team Admin as needed for answering questions Title/I-Team certified teacher team members as needed for clarification	*PL list of activities *Adjusted pacing guides	PL activities will be implemented and evaluated Lesson plans will reflect the adjustment in pacing guides
3rd Grade PLC	April	- Early Release Survey - Personalized Learning narrative about our PL classroom practices - Discuss SGM's - Review data from Performance Series benchmark assessments in math. Determine objectives to focus on and develop lesson plans to deliver instruction	#NAME?	#NAME?	We will focus on Performance Series objectives that need to be taught or reviewed.
4th Grade	April	Review of Performance Series Data	Heather Hiltz, Dave Daniel, Nicole Cunningham, sometimes SPED or ADMIN or Intervetion	Plan of action to address areas of weakness in math specifically	Focused individualized instruction and assessment for students, resulting in improved scores.
4th Grade Team	February 7, 2018 early release day	The primary focus of early release day for our team is to look over the result of our data. Specifically the RCBM and MCOMP which we are doing once a month with fidelity so as to fine tune instruction. However, we are also very focused on the results of our Performance Series assessments.	Heather Hiltz, Nicole Cunningham, Dave Daniel and at times Sped and Admin.	A clearer understanding of the need to provide consistent practice with math facts, in varying formats.	We will be expanding the practice of math facts beyond a reliance upon Reflex Math. Different teammates are using tools such as Super - Multo, Mad Minute, Multiplication Bingo, fluency flashcards, songs etc.

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
5th grade	April	Reviewed strategic plan and standards from performance series and discussed instructional strategies. We also are working on creating common assessments for personalized learning (student choice). Filled out state technology survey. Provided personalized learning information to the Rediker file. Scheduling implementation of iPads for personalized learning grant.	5th grade team	See question 6	Personalized learning will continue to improve.
5th grade team	February 7, 2018 early release day	PL materials are created for biography project Looked at student data and discussed grouping and teaching strategies.	5th grade team	Rubric for PL Bio project	Students will now have a menu option for PL learning when completing bio research project

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
Barbara Ralston, Kristin Perkins, Callie Giordano	September	Integrated Digital Content Targeted Instruction Student Reflection and Ownership Data Driven Decisions We are meeting at lunch and PL time to talk about personalized learning paths for students on a regular basis.	Barbara Ralston Kristin Perkins Callie Giordano (Title 1 - was unable to attend this time)	Personalized plan of action. Things we will / have started this year. First grade had started to implement the following Personalized Learning strategies / activities in the classroom. Integrated Digital Content "Kaz Kids" Will start week of September 18, 2017 Student will be slowly introduced to the program so it is used effectively. "Reflex Math" - Will start week of September 18, 2017 Student will be slowly introduced to the program so it is used effectively. "Lexia Core 5- Will start after Universal screening when we have the results. The above programs are: "Research- Based "Pre-Assessment Targeted Instruction "Small Groups" Will be determined based on universal screening data. "Daily 5" Slowing teaching each component of the Daily 5 oWord work oWork on Writing oListening to reading "o computer oRead to self "o Independent reading oRead to partner (This could happen at	Getting all students what they need and working together to support each other. Working together, working smarter. Plan laid out ready to keep us on track.

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
Barbara Ralston, Kristin Perkins, Callie Giordano Sarah Garder	February 7, 2018 early release day	Curriculum planning and preparation across the grade level so all students were receiving the same information. Reviewing the standards to be sure that we were meeting each one of them and what activities were used to demarcate learning. Sharing instructional strategies to meet students need. Creating instructional plan to meet standards not covered in the curriculum. Worked on Common Assessment across the grade level-what will be given, the grading scale-when will be given. Discussed Professional literature given out by the district and personal literature found. Review students work- set grading scale, what need to be re-teach, extension activities, etc. and many other activities.	First Grade Teacher, Title 1	Curriculum plans for each Lesson in Reading, Math, Social Studies, Science, Art, Health, Writing. Curriculum mapping of subjects, when we will teach them, what lessons will be taught, etc. Sharing instructional strategies- sharing ideas with team members and choosing which activities will be taught and what standards will it meet. Common Assessments-grade level gives same assessments and graded the same way. Professional Literature- bring in what we have read and what the district has provided. Student grading of work - Went over writing assessments, and other work so all students were graded in the same way.	By meeting and planning out the curriculum, reviewing student work, creating common assessment, grading student work together, all students are receiving the same information, grouping between classes may be used, having student in the same family in the same grade level makes it helpful for families and team having the same things happening in the classrooms. This also help with having guest teachers because the team can step in and explain, help the person on where things are and what is being taught. There are many more positive impact by doing this.
Barbara Ralston, Kristin Perkins, Callie Giordano Sarah Garder	April	Review standards not covered by the curriculum and created activities and assessments to cover these standards.	All first grade teachers and Title 1	Assessments / Creating Assessments both on paper and with technology to save paper. Grading scale / Rubric Activities Ways to save paper for student activities.	All first grade standards will be covered and retaught if needed. Saving paper Teacher collaboration Sharing Activities Increase student achievement Personalized learning

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
grade level	September	<p>Grade Level PLC Team Meeting</p> <ol style="list-style-type: none"> <li>1. Establish Roles               <ol style="list-style-type: none"> <li>a. Facilitator - Jeremy</li> <li>b. Recorder - Sienna</li> <li>c. Timekeeper- Rebecca</li> </ol> </li> <li>2. Review Norms               <ol style="list-style-type: none"> <li>a. Be kind</li> <li>b. Listen</li> </ol> </li> <li>3. Topic 1__ Get SGM Data Done_               <ol style="list-style-type: none"> <li>a. Which PLC Function does this topic address                   <ol style="list-style-type: none"> <li>i. What do we want students to learn (and how will we structure that learning) ?                       <ol style="list-style-type: none"> <li>1. Annual Decile gain</li> <li>ii. How do we know when they have learned it ?                           <ol style="list-style-type: none"> <li>1. Performance series scores winter benchmark</li> </ol> </li> <li>iii. What will we do if they haven't learned it ?                               <ol style="list-style-type: none"> <li>1. Reteach performance Series objectives</li> </ol> </li> <li>iv. What will we do if they have learned it ?                               <ol style="list-style-type: none"> <li>1. Move on to new objectives</li> </ol> </li> <li>b. Where do we currently stand?                               <ol style="list-style-type: none"> <li>1. See SGM folder</li> </ol> </li> <li>c. What do we need to do to move forward?                               <ol style="list-style-type: none"> <li>i. See Win Time Plan</li> </ol> </li> <li>d. Who is responsible for what tasks?                               <ol style="list-style-type: none"> <li>i. Individual teachers</li> </ol> </li> <li>e. When will the tasks be finished?                               <ol style="list-style-type: none"> <li>i. Ongoing</li> </ol> </li> </ol> </li> </ol> </li> <li>4. Topic 2__ Salmon Egg Take Field Trip               <ol style="list-style-type: none"> <li>a. Which PLC Function does this topic address</li> </ol> </li> </ol> </li></ol>	5th Grade team	See question 6 answers	Student learning

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
K-5 Resource PLC	March	Our PLC discussed how to best utilize Lexia Core 5 student graphs, our PL focus, which is student reflection and ownership, and IEP best practices and protocols.	Samantha Seizys Angie Hamm-Brinkerhoff Tina Tuls	Clearer understanding of IEP protocols, presentation of student progress to parents (Lexia Core 5, Read Naturally, Successmaker, etc), and observational sharing on how PL implementation is going.	Unifying the language presented to parents, more efficient use of student time on programs such as Lexia Core 5, Read Naturally, and Successmaker, more focused and clear understanding of how to use PL
Kindergarten	April	We made a list of things that needed to be discussed: lesson planning, individualizing student needs both behavioral and academic, assessing recent data, scheduling field trips, problem solving difficult lessons.	All four kindergarten teachers	We were able to get through our list. We were able to focus the lessons in our planning, we bounced ideas off each other for student individual needs, we re-evaluated the lasted assessments and moved our kids to their appropriate level of instruction. We scheduled our field trips. We also traded ideas on how to teach a difficult lesson in various ways.	Our team is feeling the "race" at the end of the year. We hope the impact will be met with our students, especially our struggling ones, to give them a last push to the finish line.
Kindergarten PLC	September	Our team identified which of the four strategy categories we would be working with this year. We brainstormed a list of potential strategies we might use.	Our Kindergarten team Donna Schneiders Cindy Thomas Cynthia Fudzinski Daniel Bowen	Personalized Learning PL Practices - Kindergarten Targeted Instruction Flexible Grouping Purposeful Grouping Student Reflection and Ownership Closing Reflection (Reflect and Highlight) Student Choice / Learning Menus (Choice board)	We are looking forward to providing opportunities for student ownership and individualization.
Kindergarten PLC	February 7, 2018 early release day	After universal screening data was reviewed. We planned intervention groups and organized progress monitoring schedules.	Kindergarten teachers	progress monitoring schedules intervention groups	Focused instruction and assessment

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
Music	September	Discussed best practices in teaching low brass students. (Beginning Band)	Jonathan Dillon (Mountain View) and Deb Sounart (Kenai Middle).	I learned details about teaching euphonium from Deb Sounart, which will be reflected in my learning plans.	Improved learning outcomes for trombone and euphonium students at Mountain View Elementary.
Music Teachers (Mountain View & Sterling)	April	Training on standards-based reporting practices in PowerSchool Gradebook.	Jonathan Dillon (music at Mountain View) and Amelia Hall (music at Sterling)	No product. The focus was training Amelia on PowerSchool Gradebook.	Amelia is better able to document student assessments using the standards-based reporting features in PowerSchool
Personalized Learning Committee	February 7, 2018 early release day	Drafted a staff self-reflection survey for teachers to reflect on their Personalized Learning practices.	Karl Kircher, Jenna Fabian, Kim Bates, Sienna Griggs, Daniel Bowen, & Jonathan Dillon	A draft self-reflection electronic survey.	This survey, when completed by staff, will allow us to collect data on current "personalized learning" practices and will help us plan future
school wide	October	PL Design Turnkey Workshop	PL Team delivered workshop All certified staff participated	Classroom models from which to experiment with PL tactics to increase Student Reflection and Ownership	Teachers utilizing "Design Thinking" to experiment often with PL practices to increase Student Ownership and
school wide	October	Search through Ed Elements supplied links to find tactics to utilize within classroom models to increase Student Ownership and Reflection	All certified staff	Two PL tactics chosen ( to increase Student Reflection and Ownership ) and placed in PLC grade	Teachers continuing to modify classroom models, structures and practices to increase student ownership and reflection
School wide certified	April	workshop centered on navigating the KPBSD PL Website and curating a list of resources for student reflection	all certified staff	knowledge of additional resources for student reflection and the beginning of a Mountain View list of student reflection resources.	increased student reflection

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
SPED Resource	April	<p>PLC team discussed the following: - caseload (we've had an influx of students -- team discussed who would case manage, when IEP days needed to be scheduled, etc). - transitioning 5th graders to middle school (team discussed place to meet, time and date, etc). - implementation of PL structures and routines in our classrooms (talked about materials, enter/exit routines, etc. - agenda for monthly SPED department meeting (protocol for new student paperwork, and gift ideas for DO secretaries)</p>	Sam Seizys, Angie Hamm-Brinkerhoff, & Tina Tuls	See number 6	student engagement, effective use of meeting times/days, etc.
Third Grade	September	<p>PowerSchool-How to add assignments, enter scores Standardized Grading- Explanation of standardized grading system 4,3,2,1,0 Data- How to access and print reports for Performance Series and AimsWeb Data Canvas-Mt. View Documents Core 4 Evaluation-To Do List and steps</p>	Donna Anderson Catherine Lyon John Wensley (long-term sub) Karl Kircher	Today was an overview of Mountain View and KPBSD PLC procedures for a new staff member.	Collaboration and planning for next steps toward Personalized Learning.

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Third Grade	February 7, 2018 early release day	<p>3. Topic 1: Updates on Personalized Learning Goals Progress</p> <p>a. Donna-Check it Out Station, Menu Board-CAFÉ% board is in place, needs revisions.</p> <p>b. Val-Grading Station, Menu Board-Grading Station is in place.</p> <p>c. Catherine-Grading Station, Class Meetings-Grading Station is in place. Class Meetings and Kagan activities in progress</p> <p>4. Topic 2: MobyMax</p> <p>a. MobyMax is up and running. All teachers are able to access all purchased features.</p> <p>5. Topic 3: Universal Screening</p> <p>a. Testing Window-too short, too soon!</p> <p>6. Math Fact Fluency</p> <p>a. Reflex- does not transfer to paper and pencil.</p> <p>b. Karl will put together Math Packets for students who need extra practice on Multiplication Fact Fluency.</p> <p>***Teachers have given Mr. Kircher resources and number of students needing packets.</p>	Catherine Lyon, Val McLeod, Donna Anderson	PLC Minutes and Activities	Continue integrating Grading Stations, Menu Boards, MobyMax, Class Meetings, and Kagan activities. Continued and new Tier leveled interventions based on Universal Screening.

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whole school	November	Tuning protocol used in multiple groups to help individual teachers get assistance in solving classroom PL implementation glitches. Workshops delivered by teachers with ongoing PL practices in place in classrooms. Work time to create resources to implement PL practices.	All certified staff in various capacities	Individual teacher notes to improve PL practices they have implemented. "Make & Take" PL activities in Google Docs and QR codes usage.	Improved PL practices.
4th Grade	April	Comparison of AMIS WEB data and Instructional strategies to improve student success in areas measured.	4th grade team, sometimes SPED, ADMIN, Intervention	A plan on how to help each other be more successful in our efforts to maximize student potential.	Improved mastery and test scores

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4th Grade Team	February 7, 2018 early release day	We also use this time to discuss the result of our personalized learning goals. The PL goals we set for ourselves are to varying degrees, successful. Teachers that have established a system that depends only on the student following through with what they choose as their self-reflection topic are finding great success. However, those whose system requires them to add items to Google Docs are finding it much too cumbersome and time consuming, and those who are allowing student the freedom to explore and share topics in their own manner are finding they are not used to it, nor can one cover as much content.	Heather Hiltz, Nicole Cunningham, Dave Daniel, some Sped and Admin	One teacher is going to see if there is greater success to be found in using paper and pencil, rather than Google Docs. The others found that the final products student's produced were a good final measure of their success, and finally the self-reflection on a 4 point rating scale shall continue with little modification if any.	Students are developing the ability to reflect on their learning and how to take charge of their learning, This in turn produces "grit" which has an immeasurable impact on a child's success in school and life.
Barbara Ralston, Kristin Perkins, Callie Giordano Sarah Garder	April	Personalized learning: * Implement of other activities *How to assess personalized learning *Looking at Amanda web site to adjust and add to our personalized learning bank of activities *Shared how the personalized learning activities are going in our classroom	All first grade teachers and Title 1	New ways to implement personalized learning Created personalized learning unit models to use in classroom instruction	Increased students engagement Creating a more personalized learning classroom Differentiation instruction

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Barbara Ralston, Kristin Perkins, Callie Giordano Sarah Garder	April	Technology	First grade teachers / Title 1	QR codes to use with reading QR codes to use with math QR codes to use with assessment / Plickers iPad usage Seesaw students portfolio Proper use and management for use of iPads and iPods (Students need to follow the guidelines for usage.) Student self assessment of computer use and progress	More time on task More integration of technology Save paper
Music	September	Discussion of best practices relating to station rotations and self-assessment rubrics.	Jonathan Dillon (Mountain View, music) and Sienna Griggs (Mountain View, 5th grade).	We shared best practices and experiences relating to station rotations and self-assessment rubrics, which will be reflected in our learning plans.	Improved implementation of station rotations to offer small-group instruction for Mountain View music students. More opportunities for self-assessment in
School wide certified	April	reviewing behavior and academic data of students	Grade level PLC teams	18-19 tentative class lists	balanced classes for next year
<b>Nanwalek School</b>					

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
Nanwalek/Port Graham	October	Apple Representatives guided us through a reflection of how we are currently using particular apps, and how we could extend their use; Learning coach demonstrated use of our Spheros, we downloaded the app, everyone experimented. We brainstormed ways to use in the classroom, and looked at further resources needed. Also looked at Markup, inside of photos. Also looked at updates to notes and applications in the classroom.	Nanwalek and Port Graham Instructional Staffs and 2 Apple Coaches	Collaboration charts listing our current practices with apps and extended uses for us to try	Personalized learning!
Nanwalek/Port Graham	February 7, 2018 early release day	Reflection on successes/struggles with blended learning Demonstration of Apple Classroom, My Lexia, Socrative (shared intelligence activities) Scavenger Hunt or Creation using apps Padlet response	All instructional staff from Port Graham and Nanwalek	Reflections and follow-up products were done during the in-service hours of P/T conference days Padlet PDFs	Shared intelligence about available apps

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
Nanwalek/Port Graham	March	Port Graham Mr. Way gave overview of CAPspace; teachers discussed implementation Teachers explored 4 different programs through a scavenger hunt, then discussed applications to their teaching All read article, Personalized vs. Differentiated vs. Individualized Learning Teachers discussed and reflected on the article	All instructional staff from both schools	Reflections, additions to resource list	More opportunities for personalized learning
Nanwalek/Port Graham	April	Devin Way facilitated understanding and practice with unplugged and plugged-in coding, group work, and reflections on the process. Apps to facilitate this were explored and used.	All instructional staff from Nanwalek and Port Graham.	Added to resource list (ongoing) Individual reflections turned in	Competence in teaching 21st century skills, reasoning, in personalized ways
Nanwalek/Port Graham	Other	On 5/18/18 Chugachmiut Heritage Preservation group gave an in-service to Nanwalek and Port Graham staffs on their culture, influence of church on school, and a historical tour of Nanwalek	Nanwalek and Port Graham instructional staffs	Additional materials for the school handbook section on Culture	Relevant education for Nanwalek and Port Graham students; more culturally responsive attitudes of teachers/staff
Nanwalek/Port Graham	Other	On 10/20/17, Devin Way facilitated a session focused on the book Go Blended! to get teachers thinking about blended learning already in place, and things they are worried about. Teachers collaborated to share ideas, and discuss others from the book	Nanwalek & Port Graham staffs	Lesson Plans Reflections	Greater repertoire of ideas for each teacher on blended learning, which we found we are doing quite well but we are aware that it is an area of perpetual growth

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
Nanwalek/Port Graham	Other	This 12/22/17 inservice focused on creating rubrics for technology, a need that has surfaced and is discussed in Go Blended	Nanwalek & Port Graham Instructional Staffs	Classroom Rubrics to display/teach	Helped with housekeeping involved with using technology to support instruction; raised questions about differences in style. brought us to common
Nanwalek/Port Graham	Other	Colby Way shared an introduction to CAPspace with presentational materials and advised teachers how to start. Devin Way engineered a scavenger hunt with some personalized apps: Pics4Learning, Door 24 PLUS, Explain Everything, and NCES Kids' Zone. All read article "Personalized vs. Differentiated vs. Individualized Learning" and collaborated on reflections	Nanwalek & Port Graham Instructional Staffs	Reflections Additions to personalized learning resource list	More strategies and understanding for personalized learning
Nanwalek/Port Graham	May	On May 2, teachers and aides in Nanwalek and Port Graham will reflect on all the resources they have experimented with this year, and add them to the growing list of ways to personalize learning. They will also create a wish list of things they look forward to exploring during Wave 3 with Education Elements.	Nanwalek & Port Graham Staffs	Major list of all resources explored to enhance personalized learning Wish list of further explorations for next year	Increased competence with facilitating personalized learning

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
Team Nanwalek / Port Graham	September	Each instructional staff member reflected on the Education Elements "Core Four Levels" (rubric) to estimate whether the classroom they most commonly worked in is "Getting Started," "Developing," or "Going Deep."	All instructional staff from Nanwalek and Port Graham	Individual rubrics completed with a plan to compile results into one summary document by the next collaboration	Awareness and recognition that personalized learning is something that is already occurring, and our goal is to deepen our practices through inventorying, exploration, and working with Education Elements
Team Nanwalek / Port Graham	November	Read from Go Blended and discussed, and worked on models for flexible learning environments Read from Go Blended and discussed guidelines for devices/ began process of classroom rubrics	All instructional staff from Nanwalek and Port Graham	Drawings of flexible classrooms Individual reflections and action statements on Padlet	Started process of further collaborations for sharing classroom management practices, flexible learning environments
Team Nanwalek / Port Graham	September	Partners worked to create a list of specific current practices in our school that are personalized and/or blended learning	All instructional staff from Port Graham and Nanwalek	A chart of current personalized/blended practices which will be placed in the staff room for further additions as people think of them	Recognition of the work we have done through ConnectED, and a starting place to add to our resources through exploring the <u>Education Elements resources</u>
Team Nanwalek / Port Graham	September	Overview discussion of chose book for Book Talk -- "Go Blended"	All instructional staff from Nanwalek and Port Graham	Nothing tangible, but the group was inspired to continue delving into the book	Motivation to engage as an instructional staff when we get our books and start our book talk

**Nikiski Middle-High School**

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
Conflict resolution	November	Several staff members shared what they were doing in their classrooms. Two staff members shared how to create short video clips linked with their curriculum. A few other teachers shared how they use various activities to emphasize vocabulary.	NMHS staff	A video using pictures, music, etc.... We received a conflict resolution form along with a bullying definition poster.	I believe in sharing these ideas, others will be inspired to do similar things in their classrooms.
ELA PL	May	I presented how I have taken my KUD (Know, Understand, Do) documents--these are unit based road maps for students--that we have been using since our school's focus on Differentiation journey began 6 years ago and modified that format to meld with PL. I presented how I have modified my KUDs to become a playlists. We also collaborated in small groups on the challenges and successes of the previous months implementation of a PL classroom design--many station rotations, or in my case a flex playlist with station rotation.	This was a presentation to all certified staff and aides.	A greater understanding of how the direction we have been going as a staff is actually different aspects of PL and what we need to do to flesh out our teaching practices to better meet the needs of our students.	The feedback I received will help me to modify my playlist.
leadership team	October	Discussion of pros and cons of student led edcamps and how to improve them next time. Assignment to do one more PL strategy and turn it in on canvas	All certified staff	PL strategies, google doc about improvements to edcamps.	

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Math	October	We talked about successes and ways to improve our EdCamps. Notes were taken so that we can actually make the needed adjustments	Entire Staff	Noted ways to change our EdCamps so that we can include/involve more students.	We will change the EdCamps so that we have even more student buy in.
Personalized Learning	November	Discussions and teacher demonstrations concerning technology and ed camps (student lead.	Staff and administration	A movie clip and notes.	Possible use of potential new software.
Personalized Learning	April	Planning PL models and sharing them with the staff.	The entire staff.	Classroom models and lessons. Planned collaboration.	PL experiences for classrooms across the school.
PL and ELA	November	Specific teachers shared PL strategies they have implemented/tried this quarter.	All certified teachers had to attend along with admin.	Notes were recorded by recorder. A short video creation demonstration was made.	Nothing in my practice will change. The "new" vocabulary strategies shared by the science teachers are ones that
PL Leadership	April	We reviewed the PL design models and chose/redesigned one that would work for our classrooms. We met with a colleague and set a date to implement a PL lesson and be observed by them.	Everyone.	PL design models, and actual lessons that we could implement.	The impact will be that we will improve our PL strategies by receiving feedback from a colleague.
PL Team	April	PowerPoint showing PL models. Teamwork to come up with a lesson plan Signed up to be observed by a peer.	All certified staff	Everyone came up with a PL lesson plan that fit one of the models given and have or are in the process of completing the lesson with a trusted colleague observing and providing feedback	The impact has and will continue to help us all fit what we do into the PL models and refine our work as we go next year.
PLC Implimentation Discussion Leader	May	We discussed the PLC strategies implemented within the classroom and how it reflected on our previous and current.	Teachers, non-teachers, administration.	Reflection and consensus related to ways to implement PLC strategies and how implementation worked and what needed to be changed in our practice to make it more successful.	Created more independence for students and reflection of their work.

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
station rotation	May	the math and science department planned and developed an interdisciplinary rocket project that involves physics, calculus, and even MS students	3 math teachers and 2 science teachers	an amazing plan to get over 60 kids engaged in a cumulative project that involves real life problem solving skills, high end math, and physical science	we hope to build a cohort of projects like this to use in the future
	September	Each teacher needed to work through the Core Four Tactics Bank and make lesson plans that used at least two different PL Strategies from the Bank	All certified staff	Thus far, 35 lessons to be used in classrooms that focus on personalized learning for students	Stronger focus on personalization
	October	We shared successes from the day of student led EdCamps. Students were highly engaged in the sessions they chose to be a part of. Also, MS and HS students were working positively together.	All students!	Many different things, depending on the EdCamp. examples: songs (lyrics and music), art projects, deconstructed computers and putting them back together, 3D constructions on the computer.	The impact on practice will be that student and teacher rapport will be increased and students will feel more ownership in the school. School culture will be positively affected.
	May	Must do/may do	Just me observed by a fellow teacher	A good plan that had all kids participating	Implemented in next year's teaching plan
	May	Discussions of PL strategies recently implemented in our classrooms.	5 other teachers grades 6-12 from a range of content areas	Notes on challenges and possible solutions utilizing a few of the strategies we used	Efficacy of future implementation of the different strategies we tried
	May	student choice and flexible timing.	Carla Jenness	nothing	Better use of time in order to make the most efficient use of teacher time within small
<b>Nikiski North Star Elementary School</b>					
3rd grade	October	We had time as individuals or as a team to explore personalized learning resources from EE.	Monica Heath and myself	We increased our knowledge base and planned for one new PL strategy to incorporate into our classroom. This strategy will be shared at our next Inservice.	Increased PL for each of our students.

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4th grade teachers: Heather Baker and Kristie Cotroneo	October	The collaboration/activities were reviewing student groupings and assessments. We also looked into a more personalized learning by diving into station rotations.	4th Grade Teachers: Heather Baker and Kristie Cotroneo	A plan for moving forward with instruction including new station rotations and a development of plans for students based off of assessment.	The impact on the practice was a creation of more individualized instruction.
Intermediate	October	Personalized learning Design Workshop. Detailed plan for next steps at a school and classroom level with personalized learning.	Staff focus with intermediate teachers	Instructional plan with student choice and reflection during math to be rolled out over the next 3 weeks.	Students will be given choice to increase ownership with reflection impacting math understanding
Intervention/titl e	October	Planning of activities to use during PL in the classroom. Reading articles and watching videos.	Rizzo, Burnett, Trammell, Redfern, Young, Tauriainen	Kindergarten teachers created a wheel for student choices that has items I can work on with the students in their rooms. I created flashcards for student choice. I also gathered other reading materials to implement. Interventionist also came up with ideas on how to implement more student choice for personalized learning.	In my classroom students will be able to choose from reading materials and flashcards to improve their reading skills during the last ten minutes of instruction after a lesson. The interventionist also came up with activities and reading supplies to help with student choice.

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
Intervention/Title 1 Services	October	We discussed choices we could give students in reading intervention. Since we use the Sonday Multisensory Reading System, we were looking at the last 10 minutes of read aloud in the program. During this time, a student could make choices from materials already covered in direct instruction. these independent or partner activities to choose from would be phonics sentence paper, read the last book that the group read, read seasonal/holiday books, and or joke books. Title 1 wanted to make groups of color-coded word cards to rotate through the week with choices being given to students. In math, students could have choices one day a week of quiz-quiz trade with flash cards, Math fact drills on dry erase sheets, or write multiples of 3's, 4's, 5's on the white board table.	Kaci Tauriainen, Paulene Rizzo, and Tricia Young	Bins were organized for student access, and some phonic sentence papers copied. Word cards were copied, cut, and put on rings. Math baskets were organized for student access with flash cards and place value folder games.	The impact is to be for reading fluency and comprehension. For math, the impact is for math fact fluency.
Kindergarten	October	My team worked on the PLC class that we are signed up for through the district. We also talked about the PL plan that we had all started in our classrooms. IT was our chance to talk about what worked and what needed revisited.	Kim Trammell Michelle Burnett Brianna Redfern	Discussion about how we are using PL in our classrooms. Strategies to make our center time flow better. We also watched videos from another kindergarten teacher on how to use PL in Kindergarten.	We are all using the same method to make sure we are PL! It is directly impacting our students and how our center time is ran each day.

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Nikiski North Star staff	September	Teachers will use September 13 to analyze the recently completed benchmark assessments and develop SGMs for their class using those results. They will also be comparing the benchmark data with the spring PEAKS data.	Nikiski North Star teachers	Student Growth Map that includes each student in their class.	Teachers will use this information to personalize instruction and adjust instruction as new information is gathered during the year.
Personalize Learning Leadership Team	May	Our staff was recognized individually for our work on Wave I personalized learning throughout this school year. Every staff member was given an award. We discussed and celebrated our work for the year.	Classified and certified staff	A positive atmosphere, relationship building, reflection, and a foundation for next year's work in personalized learning.	Our staff appreciated the validation. Our culture is one of life long learners and the capacity to build relationships with students has been increased based on our increased staff relationships.
	October	Education Elements Turnkey Presentation for Personalized Learning.	Certified and classified staff	Teachers developed a clearer understanding of what is expected for PL and that our school focus will be on Student Ownership and Reflection.	Teachers are expected to put one PL practice in place with the focus on Student Ownership and Reflection and be ready to report back to staff on November 23.
	October	Personalized learning	Staff	Learning to create plans for personalized learning	Better individualized learning
<b>Nikolaevsk School</b>					
School-wide team	October	Began with sharing of positives. Staff warm up "celebrating failures". Read (previous to meeting) comment and discuss CH6 "Engage vs Empower",	Principal, all teachers, counselor, classified instructional staffs, secretary.	Each teacher will develop and try an idea in his or her classroom to further empower students.	By empowering students in his or her education deeper learning will occur.

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
School-wide team	November	Staff met to review ALICE procedures and to train new staff in ALICE procedures. Review best practices in grading and how it relates to personalized learning.	All staff	Plan for teaching ALICE to new students and refresher for returning students. Discussion notes on grading and best practices.	Safety procedures for students and staff were improved. Grading procedures based on best practices will have a positive impact on student learning.
School-wide team	April	Review and discussion of Ed Elements PL strategies. Which one are we currently using, which one would we like to try or modify. "Stop and think" form and process. Not effective as used. Some student/parent perceptions are that it is a punishment. Discussed further corrections to process to change these perceptions thus increasing effectiveness. Changed name to "Reflections". Students will meet in more "informal" setting/time with possible "cooling out" period. "Form" will be more of a checklist to help teacher or other respected adult to facilitate the reflection on behaviors. This ties in well and is key to promoting SEL and encouraging student empowerment in their education.	All Nikolaevsk Staff including counselor	Significant modifications to the "stop and think" process. Greater insights into classroom models to promote PL and student empowerment.	Greater student empowerment which should result in deeper academic learning, greater SEL.

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
School-wide team	May	Ed elements School-wide assessment self-assessments for individual growth on PL goals Staff written thank you cards to students exemplifying the "Warrior Way"	All Staff (Except principal who was attending the PL Summit in San Francisco).	PL goals Elementary Intervention plans for start of 2018/19 school year 40 Post cards written and mailed to students.	Self-reflections, Iterations to PL plans and goals. Increased effectiveness of PL and deeper student learning.
<b>Ninilchik School</b>					
Ninilchik	October	PBIS data review	whole staff	Number of office referrals	
Ninilchik	October	How to increase our social media use as a school.	whole staff	outline of how we want to increase our social media use.	better communication to stakeholders.
Ninilchik	November	2 groups of teachers shared information and strategies related to the Core 4.	All teachers.	A better understanding of the Core 4.	This will enable us to implement PL more efficiently.
Ninilchik	May	Reviewed Hanover data- looking at trends, areas of strength or areas that need addressed.	Whole staff	#1 take a way was the question of how to create a stronger work ethic in our kids.	develop SEL activities with groups of kids.
Ninilchik staff	April	Getting ready for Ed Elements launch. Finalizing what we want our plans to look like for self reflection for the students.	All certified staff and admin	Lesson plans will reflect 1 self reflection activity at least 4 days a week.	More students will be self reflecting. It will start out as modeling to the students but then hopefully students will self reflect on their own.
Ninilchik	October	Presentation on instructional practices	whole staff	specific examples for data collection in classroom.	more efficient data collection
Ninilchik	October	Book talk	3 groups of book talks	What does innovation mean for our building.	better instruction
<b>Paul Banks Elementary School</b>					
1st grade	May	Work on next years duty schedule to accommodate for social/emotional lunch bunches at each grade level.	grade level team	2018-2019 duty schedule	Student needs will be addressed through small group lunch interactions with certified teachers.

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
2nd grade team	May	Analyzed end of year testing data to determine balanced classroom populations for next year. Reviewed master schedule to ensure balanced duty schedule and students' needs could be met during a number of lunch bunches	2nd grade team	Duty schedule The beginnings of class lists	Student needs will be met during lunch bunch groups
Empathy Walk	April	Empathy walk of students - Reviewing schedule to plan for lunch bunches, where every child will have a small group lunch multiple times throughout the year, where teachers are able to interact with student and check in with them.	certified staff	schedule, list of students and discussion of activities to support lunch bunches	every student will have multiple check in
Innovative Mindset	Other	book talk Innovator's Mindset	8 certified teachers	discussion of school practices, professional practice and shifting mindset	New way to plan for PD, Facebook page for staff to share successes and ideas
Kindergarten	May	Work on duty schedule for 2018-19 to allow for Social/Emotional Lunch bunches at each grade level.	Grade level team	Duty schedule for 2018-19	Students needs will be better addressed through opportunities to have a small group lunch guided by a
kindergarten 2018-19	May	revised and updated schedules, duties and specials, and special ed reviewed next year's class lists	Jeri McLean and Wendy Todd	revisions	better scheduling for next year
PL Rollout	December	turnkey presentation for PL. As a staff, we reviewed and revamped our vision statement. Teachers reviewed three instructional modalities that were shared with our PL Leaders. Finally, we did some team bulding	all staff . Certified and classified.	new vision statement, better understanding of PL and greater unity as a staff.	personalized learning

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
PreK	May	SPED collaboration on agenda for meeting with Sprout	SPED team, paras	agenda for PreKservices @ Paul Banks	common knowledge of what each program offers & ways to collaborate for referred and
PreK	May	With my grade level PreK team we discussed the recent music event, how to improve and streamline it for next year. We collaborated about classroom resources for next year, planned some field trips and events and discussed inclusion for the special education students in the Title 1 PreK. We also worked on team building and talking about general expectations for shared times.	Title 1 PreK staff, special education structured preschool staff	Ideas, field trip plans, plans for next year's music show, shared resources/trading.	We'll be better able to showcase our students during the music show, our students will have better access to developmentally appropriate materials and will have consistent expectations between the instructors.

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
Review of the 3Rs	September	<p><a href="https://kpbsd.instructure.com/courses/48876/discussion_topics/16691">https://kpbsd.instructure.com/courses/48876/discussion_topics/16691</a> Your Sped teammate is the leader for this project. They have been instructed about the assignment. Directions: Assign Team Roles: Facilitator Sped Member, Discussion recorder _____, Canvas Poster</p> <p>1. Record discussion about the area of focus</p> <p>2. Select a ranking for our school in this area of focus.</p> <p>3. Post discussion and ranking in Canvas</p>	Certified Staff	<p>In what ways do we create a flexible instructional model?</p> <ul style="list-style-type: none"> <li>- Small group centers with flexible grouping, changes based on what we are teaching and how kids are doing</li> <li>- I pick book boxes, teaching good fit books (Daily 5 model)</li> <li>- encouraging, teaching, and fostering student choice in reading and writing</li> <li>- daily choice (play/social interaction) time for children</li> <li>- play based literacy centers mixed with paper/pencil activities and hands on learning</li> </ul> <p>Ways to improve:</p> <ul style="list-style-type: none"> <li>- Daily 3 for math, we need to get on that</li> <li>- gather better resources for math</li> <li>- map out our focus standards in math by the week so all small groups have the same focus</li> </ul> <p>How do we help kids make good choices and have healthy lifestyles?</p> <ul style="list-style-type: none"> <li>- stop and think program</li> <li>- health lessons in kaleidoscope</li> <li>- healthy snack program</li> <li>- Go Noodle and regular brain breaks</li> <li>- Social groups, social lunches</li> <li>- Regular choice time with structured facilitation</li> </ul>	We were able to post discussion notes on District Web Page, as previous notes were missing
Special Services	May	Look at AIMS and program data for students to make equal class placements.	Special Ed, Intervention, Speech, IN	Class lists for 2018-19	Best practice teaching for 2018-19

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
SPED	May	planning student's social lunches and social instructional groups by grade level and need	Resource teacher Intensive needs teacher SLP	Schedule	Improved social skills for all SPED students
Sped/Gen Ed	November	A small leadership team, made of gen ed and sped teachers, created a new plan to serve our special ed students. This leadership group shared information with the whole teaching staff.	All certified teachers	new special ed practices, specifically placement and policy	better service to all our students.
vision statement	December	recrafting vision statement	all staff	new vision statement	alignment of beliefs
<b>Razdolna School</b>					
Personalized Learning	April	- Reviewed results of staff self-assessment using Personalized Learning Rubric - Shared ideas on timeline for delivering Personalized Learning PD - Generated ideas on how to optimize Personalized Learning to be the most impactful for teachers	Certified & Classified Staff	- Staff shared views on whether or not the rubric was a realistic depiction, whether there were any surprises, & identified areas of needed focus - Generated ideas on optimizing PD delivery of Personalized Learning thru the provided timeline template - Generated ideas on how to make Personalized Learning PD very meaningful to teachers - Notes were taken in a shared Google Drive. Notes will be used for guidance and reflection purposes for the FY19 school year	Staff collaborated on how to make Personalized Learning meaningful and impactful on student achievement

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
Razdolna	September	Staff explored the Core Four Tactics Bank and described the instructional strategies they are currently using and ones they will be investigating further.	All Staff	Reflections sent to administrator on what was discussed in the groups and individual thoughts.	improved instructional practices
Razdolna	October	PLC involved in defining personalized learning and what it will look like in the school ELL workshop	All Staff	personalized learning strategies ELL trained in Wida assessment	improved student engagement
Razdolna	April	2018-19 Schedules	All staff	Proposed different schedules for the coming school year including block schedules	How students will be grouped next year.
Razdolna	May	Outdoor Classroom - ideas for creating outdoor learning space MS/HS Schedule for 2018-19	All Staff	Designs for tables, structure, fitness trail MS/MS Schedule and classes	involve students in outside learning activities
Razdolna Staff	November	Reading the Blended Learning in Action chapters 2-4 with writing 5 different 'take-aways'. Then using Langford's strategy Affinity Diagram we discussed our common thoughts.	Staff	Questions for the Ed Elements Team	More use of the Core Four Strategies.

**Redoubt Elementary School**

PLC Group	Date	Please describe the activities/collaboration.	Who was involved?	What was produced?	What is the impact on practice?
Don't Know	April	we broke into groups to discuss many different aspects in the school. We touched on our assembly Schedule, power School, personalized Learning, Ed Performance/MAPS, electives, STEAM, school safety, and social/emotional Learning, We then had a representative from each group summarize what was discussed for everyone else to hear. The principal also touched on the budget and staffing for next year.	Everyone	I feel we were able to brainstorm many ideas to help make the school run smoother, safer, and help facilitate a better learning environment for students.	
Ed Camp Collaboration	April	Ed. Camp: Break Out Groups 2 Sessions/8 Choices 1 Facilitator/1 Note Taker Idea Sharing/Discussion	Principal/Teachers/Aides	Information/Ideas/Solutions	Improvements in all of the aforementioned areas.
Ed Camp/Professional Development	April	two sessions of Ed Camp where all staff participated in discussions about Assembly Schedules, Power School, Personalized Learning, Ed Performance/Maps, Electives, STEAM, School Safety, Social Emotional Learning (PATHS Program)	Entire Staff (Paras, Sp.Ed, Certified teachers)	Notes were taken during all 8 sessions which will help with designing and implementation of new schedules and programs throughout the entire school	School safety will continue to be a focal point for the school - commons area will now be a hug zone in which parents will drop off their child and no longer be allowed to go down the hallways, new Friday schedule to be produced to help with creating additional
Intermediate teachers, SPED staff, Aids	April	Small group discussions about issues impacting our school	All staff	Great ideas and insight!	We're planning for a great future.
ITeam/Sped K-6	October	Workshop with Angie Nelson to review ITeam, Sp.Ed, and RTI model	All K-6 staff	A better understanding of the ITeam process along with roles and responsibilities	Will allow staff to know and understand the process and impact that ITeam can have working with students who may/may not have difficulties

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
Personalized Learning Committee for Redoubt Elementary	April	An Ed Camp brainstorming session was held for Personalized Learning. Ideas were shared out to the staff.	Between 8-10 staff members	A list of ideas to utilize within teachers classrooms-such as two behavior systems (one a student generates, and one for a teacher to generate) in order to compare at the end of a school day, a description of baskets labeled 1-4 where students hand in their work based on their confidence in the subject 1 being the least, four being the highest, etc.	Great ideas were shared. I will include them in the classroom going forward.
Personalized Learning K-6 - Reflection/Student Ownership	November	Reviewing Personalized Learning Design process/implementation. Pro's/Con's of how the implementation process went within each grade level/classroom	All staff K-6	Several designs and modifications that worked well within the classroom setting. This will eventually be placed in Canvas as an additional resource	Positive impact on planning a preparation in which students have a voice and choice in their education
Personalized Learning K-6 - Reflection/Student Ownership	May	Roll out plan for PATHS social/emotional learning for 2018-2019 school year. Flipped Learning	All staff	Pro/con list for use of PATHS SEL program. Utilized Hanover Student Climate and Mindset Survey information	Redoubt will have a K-6 SEL program, PATHS, that will address the five social and emotional core competencies - Self Management, Self Awareness, Social Awareness.
Personalized Learning Leadership Team	October	Personalized Learning Design Phase introduction	All staff members	two different Personalized Learning Designs that will be implemented into each classroom	Providing teacher a knowledge base to help redesign their teaching practices and room designs which will allow

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Redoubt	April	We had 20 minutes when 4 groups discussed 4 topics. Then time to report back a summary of those topics. Another 20 minutes when 4 groups discussed 4 topics. Then time to report back a summary of those topics. The topics were those selected as a concern/interest by teachers and submitted to the principal before we met and included STEAM projects and plans, school safety, moving from PEAKS to MAPS, next social skills school-wide plans, to name a few. At the end of the sharing time, the principal shared information re: budget and administrative items.	Everyone in the building.	Brief outlines addressing each issue brought forth.	The group as a total became informed about each of the 8 subjects plus the administrative issues. People self-selected which groups they would participate with based on personal interest. Thus, there is buy-in to follow through. The plan is to continue looking into areas and get practices in place.
Redoubt	April	School safety PBIS MAPS Scheduling	Staff	Notes that were shared out and archived.	Better use of time and resources
Redoubt	April	We had 8 Ed Camps that we could actively choose to participate in.	Whole staff	Collaborative discussions of our areas of interest. Goals discussed and positive outcomes and ideas were produced.	New ideas around our school, all voices of the staff were heard as we worked towards goals and brainstorming ideas.
Redoubt	April	1. Session 1 a. Assembly Schedule b. Power School c. Personalized Learning d. Ed Performance/MAPS 2. Session 2 a. Electives b. STEAM c. School Safety d. Social/Emotional Learning 3. Group discussion a. Budget b. Staffing	All Staff	Solutions or beginnings of solutions.	Huge. Everything that was discussed was going to directly impact the learning of our students. From the new implementation of MAPS to the Budgeting that might impact our students futures.

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Redoubt Staff	April	ED Camp: Small group discussions of the following: Schedules, Power School, Personalized Learning, MAPS, electives, STEAM, school safety, and social/emotional learning. Staff choose 2 they wanted to be apart of	Redoubt's principal, teachers, and para pros.	Each group discussed their topic and what they wanted to see happening next year regarding their topic. Notes were taken and given to the principal.	These group discussions will have a positive impact on the next school year.
Redoubt Staff	April	Small group discussion of topics selected by staff, then sharing to whole group	teachers, librarian, and paraprofessionals	feedback	some changes will be forthcoming
Redoubt Staff	April	we discussed safety practices in our school, what changes we need to make, fire drills	our EdCamp groups	plans for each topic	school safety social emotional program possibilities PL strategies STEAM activities
Resoubt staff	April	Small group discussion on future scheduling for next year to utilize time with the most benefits and then shared with staff. Discussed our elective classes and came up with criteria for students to attend.	fellow teachers and support staff.	a schedule and criteria for elective classes that was given to our principal.	
safety	April	school schedule	8 individuals	a schedule one day a week that will allow for assemblies and elective days	More structured schedule for children and teachers
Safety	April	Our group undertook the Safety component of our school. We would like to add some regulations to improve that; our principal, Bill Withrow, has already instigated one of our discussions by creating a "Hug zone" for parents to drop off a student.	General Ed teachers, our music and PE teacher, aides	please see #6	This will permit our school environment to be a safer place.

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social emotional learning	April	EduCamp: a variety of specific topics were selected based on the needs of the staff. We broke into small groups based on interest, discussed the topics, then reported back to the whole group.	All staff	Beginning steps of conversations. Lots of solutions to several needs. Clarification on several topics. Instruction on use of technology for those that needed.	Fresh ideas for established programs and procedures in the building. A better understanding on programs and needs of the building.
STEAM - Working on implementing STEAM activities based upon grade level standards	September	Breakout sessions for each grade level/wing level to discuss, design, and implement 1-3 STEAM activities (for next week) revolved around grade level science standard(s). Documentation in the form of lesson plans provided back to administration.	All staff grades K-6 including specialists and sp.ed staff	Documentation in the form of lesson plans provided to administration (Email, Planbook.com)	Students/staff will utilize "hands on" learning experiences to gain a deeper understanding of a concept in which teamwork, design, collaboration and perseverance is modeled and encouraged
Theodore Scott Franchino	April	Group discussion on means to use Power School more effectively	Kevin Moos, Kristin Arthur, Andrea Joachim, self	Kevin was really interested in a better way to use it to discover the mean for all his students	He can now use the mean as desired
unknown	April	Collaboration on thing we could change next year or improve on.	All teachers and aides.	Yes we all had a voice in next years.	An improvement for next year.
	April	We implemented EdCamp discussions.	The whole staff.	Several topics about next year and action plans.	Changes school wide.
	April	1. Session 1 a. Assembly Schedule b. Power School c. Personalized Learning d. Ed Performance/MAPS 2. Session 2 a. Electives b. STEAM c. School Safety d. Social/Emotional Learning 3. Group discussion a. Budget b. Staffing	Classified and certified staff	Excellent ideas and open discussion,	More staff cooperation and understanding.

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	April	We used the Ed Camp format to discuss topics generated by staff and administrator	All staff members	Each group discussed topic, created notes, shared out, and planned for implementation.	Lots of good information generated
Redoubt	April	For the PEAKS to MAPS changes, there were a few teachers and the principal who had information about MAPS. This was shared with the group. We are to determine 2-4 individuals who would be available and willing to attend the training at the end of May. Benefits of switching to the MAPS were discussed. The change was presented in a positive manner. When a complaint arose, a problem-solving solution was provided.	Initially a group of 9 individuals interested in the topic. We discussed for 20 minutes and then reported back (summarized) to the entire faculty. What was nice is that the summary did not include any negatives and only the benefits of the changes (since the negatives were resolved in the small group discussion!).	A brief summary and a list of people willing to attend at the end of May.	Changing to MAPS in a non-negotiable. It was nice to learn some variations of what MAPS will provide that can be beneficial. Knowing that people will be training and come back to train the entire faculty relieves concern about the transition as well.
Redoubt	April	School-wide social skills development to add to the PBIS process. The concern is how to have a common language from preschool through sixth grade. Two people shared what worked in schools where they worked previously. The PBIS school leaders were present and offered ways the information could work in our building.	A group of 16 people self-selected who were interested in the topic.	A summary description that was shared with the entire faculty.	Continuing discussions will happen with the principal to finalize and implement the ideas.
safety	April	School safety	8 people	Hug zone school policy regarding parents extended doorway plan to include office	allow teachers to schedule meeting with parents instead of unsafe unscheduled drop bys adults restricted to hug

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RCA Staff	October	Review student progress and plan for student led conferences. Develop intervention strategies for students	Tim Wight, Thomas DeGray Anna Karron Deanne Pearson Chris Kolischak	Notes for student led conferences Goals for students in Learning Teams	Changes to student goals Changes to support for students in class Modifications/alternate activities for students
RCA Teachers	April	Discussion of Student Progress and intervention strategies	All teachers	We calibrated our progress expectations and created a list of options for using our Call Back time to intervene with students.	Changes to use of Call Back, how we select students and activities, and how we determine what each level of progress is.
RCA Whole Staff	November	We each assigned every student a progress score based on their current progress for our individual content areas. We discussed what "good" progress was and each quantified it for our areas. We then reviewed the data and discussed individual students. We made plans for using this data in learning teams. We determined how to best share it with parents and determined a schedule. We then also discussed how to share it best with students and the impact it would have on various "types" of kids.	Whole RCA Teaching staff	Student Progress Data Sheet	It will narrow the focus of our current learning teams. It will help set goals and intervene with students who are struggling. And it will allow an avenue to celebrate good progress and encourage students to go above and beyond.
RCA Teachers	April	Discussion of security and policies	All teachers	Specific criteria about password and computer security for staff.	Tightened restrictions on entering standards and teacher computer use.
<b>Seward High School</b>					
Book Talk	October	Completed book talk on "Blended Learning in Action" as part of the Discovery Phase of Education Element's PL Process.	All Certified Staff	This was the final discussion of our Book--completion of EdElement's Discovery Phase.	Teaching Staff has common vocabulary/experience as we move forward with our PL Plans.

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School-Wide/Personalized Learning PD	October	Education Elements Design Workshop	All Certified Staff	All teachers began drafting/sharing out their Draft PL Plans	PL Plans will be ready to Launch on November 22nd.
seward high	November	reflection and ownership of students about their education	the staff of Seward High School	forward progress	movement in the direction the Administrator wishes the school to move
Seward High	November	We worked through a work conference from Ed Elements.	High School Teachers	Deeper understanding	Self Evaluation of personal learning and student
Seward High	November	Went through the PL Launch curriculum and worked on PL plans.	Staff	Classroom models, student reflection and ownership tactics.	Improved personalization for students, which helps fuels student growth.
<b>Seward Middle School</b>					
Full Staff	April	Student Social/Emotional Needs Assessment	Whole Staff	Student Empathy Maps	Meeting individual needs of students and understanding them. Making sure all teachers have been able to connect
SWMS - Whole Staff	October	Team-building activity - team worked together to untie knots on a rope with one hand "glued" to the first spot they grabbed	whole staff	problem solving while working together	working together more successfully and relying on each other when problems arise
SWMS - Whole Staff	October	Canvas Training - Principal created self-reflective questions based off of videos that staff could choose.	whole staff	Self-Reflection activities	staff able to recognize strengths and weaknesses in themselves and work together to solve problems
SWMS - Whole Staff	November	Inclusion Training	Certified and Instructional Support Staff	Understanding of accommodations and Modifications for SpEd & Tier 2 & 3 students, and others as we move into personalized learning.	Better understanding of what to do for struggling students and resources available.
whole staff	May	Introduction to PBIS by District Office personnel	whole staff	Feedback on the program as a possibility of adding it to our school next year.	Increase positive interactions with students and staff

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Whole Staff - SWMS	September	Creating Canvas classes - hands-on, classroom specific activities Personalized Learning update - any strategies tried & outcomes Picking books for Book Study	whole certified and classified (instructional) staff	Individual canvas classes updated Discussion of Instructional Strategies to try Books for Book Study	Increase in personalized student performance
SWMS - Whole Staff	October	behavior plan for 2 students	teachers and support staff	effective plans that involved multiple adults in the building (and the parents) to make the students more successful using proactive and positive approaches	students' behaviors will improve and trusted adults will be available to help the students see progress
<b>Skyview Middle School</b>					
ELA	April	Cross curricular planning IEP meeting Intervention strategies	K. Cannava M. Kelley D. Brown V. Blakeslee A. Angleton	a co-curricular timeline with projects	more personalized learning

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Elective	October	Elective PLC groups look different because of different curriculum content. We all shared how we teach using the "full flex" method. We shared ideas on how we can take some of our "old school" lessons and update them to be more PL.	Shelli Church Jeff Moore Andrea Eggleston Joe Cudd	Personalized learning in electives. How do we do it in 9 weeks? We have realized after Friday's Inservice that we all fall into a "full flex" method of teaching (and really always have) We are all working on various ways of applying "tweaks" here and there to bring some components of our teaching up to be more personalized. The big question of what do they do when they are done if they are given full freedom of choice and the info up front. We like pacing without holding back but coming up with appropriate "what do I do when I am done" can be a challenge (this is felt mostly from Shelli. The rest of us feel like nothing is ever done!) We may have come up with some ideas for mini lessons for her, similar to projects Jeff does, where her efforts go into producing a series of projects interview, watch a video and respond, research scholarship opportunities or costs of	Ah ha moments for each of us! We are doing pretty good with the way we operate. We need more access to technology in our elective areas in-order to facilitate full PL.
English Language Arts	September	We reviewed how our Personalized Learning is going. We wrote common assessments for the rest of the quarter.	Whitney, Cannava, Brown, Kelley, Victoria	assessment prompts	We will continue to have success with our PL

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English Language Arts	October	Three members of our group were working on ELA Curriculum Revision at the district level.	Cannava, A. Angleton, M. Kelley	UBDs for 7th and 8th grade	Creation of district ELA 6-8 curriculum for the next five years
Language Arts	October	Most of the time was spent planning for the second quarter.	Kristin Cannava Clark Whitney Amy Angelton Melissa Kelley Dave Brown Victoria Blakeslee	A more complete understanding of strategies and materials for the upcoming quarter was achieved.	Greater organization and efficiency will be possible.

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Math Department	October	<p>Below are the notes of our discussions and work.</p> <p>Department Service Learning Project Ideas (respond to email from Sarge / Site Council Request)</p> <ul style="list-style-type: none"> <li>o Enstar engineers</li> <li>o Public opinion polling (but how is that public service?)</li> <li>o Publish the results?</li> <li>o Data of types of trash along the roadside (so they're picking it up and categorizing)</li> <li>o Do we do probability in 7th grade?</li> <li>o After the bell " tutoring at an elementary school?</li> <li>o Tutoring @ library?</li> <li>o Calendar event</li> <li>o Peer tutoring / elementary tutoring</li> <li>o Short discussion of health classes</li> <li>o ALEKS check in</li> <li>o NJ seeing it to be more valid with the repetition of questions (via repeated knowledge check)</li> <li>o One motivated student did 30 topics in two days! Wow.</li> <li>o Glen has had several students say they like ALEKS more than IXL</li> <li>o Perhaps because how he presented the differences</li> <li>o NJ graded based on Time/Topic (Troy-&gt; Time/Task= 60 minutes</li> </ul>	Troy Poage, Glen Fraser, Tristan Leiter, Wendy Potton, Maryjane Hadaway	Responses to inquiry from site council, Common assessments, curriculum changes in response to previous common assessment data, plans for future alignment, worksheet/spreadsheet for future data analysis of common assessments.	Curriculum slightly altered by formative assessments, improved implementation of a new pilot program (ALEKS), improved commonality across classrooms of techniques, vocabulary, and methodology for teaching certain math skills, improved PL practices by discussing Daily vs. Day to Day rotations vs Flex. Testing for success based on data analysis.

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Math Department	April	<p>Math Meet</p> <ul style="list-style-type: none"> <li>Tristan will chaperone</li> <li>Each teacher will select a few high performing students to offer it to</li> <li>Advertise on classroom boards. Morning announcements?</li> <li>Lock them into an FOL?</li> <li>Back lunch?</li> </ul> <p>School Board Report (of PLC time)</p> <ul style="list-style-type: none"> <li>Glen will type and add into the survey based on these notes taken</li> <li>ALEKS.com going deeper to provide further supplemental options and provide a better personalized experience</li> <li>Wendy gave an assessment on ALEKS</li> <li>Can we sharing teacher-made items in ALEKS with each other</li> <li>Kristin demo making ALEKS assignments</li> <li>ALEKS standards organized lesson options</li> <li>Troy demo time/topic reporting and assigning</li> <li>Group exploration. Sharing class access / students / assignment materials</li> <li>How to incorporate into grading scale for next year?</li> <li>Student view, quick tables, etc</li> <li>Assessments w/ technology</li> <li>how to</li> </ul>	Wendy Potton, Troy Poage, Tristan Leiter, Glen Fraser, Kristin Jones, Maryjane Hadaway. Part time participant: Jill DuFloth	ALEKS assignments. Tentative changes to grading scale. 1 common assessment. Plan for upcoming math meet. PLC meeting minutes.	Implementation of adaptive materials will improve with consistency across math classrooms. Instructional models will continue to become more personalized via the models we use and the resources we incorporate. Assessments will be better aligned to standards and to the needs of our students AND be common across classroom teachers.

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Math Department	May	Re-writing syllabus, planning how to incorporate ALEKS into our gradebooks, Canvas import tutorial, updating a shared doc of all our resource links (videos, handouts, etc)	Tristan Leiter, Wendy Potton, Troy Poage, Glen Fraser, Kristin Jones	New syllabus, new weightings for next years grade books, and an updated version of our shared google doc.	Improved student ownership and reflection in regards to ALEKS pathway time. Improved resources readily available for staff members and students.
math dept	October	Discussion on implementation of ALEKS	Poage, Potton, Leiter, Fraser, Hadaway	Options for implementing ALEKS; what works in some settings (ie. having an ALEKS station for a day versus 20 minutes) in the general education setting	Teachers and students will be able to use time more efficiently when rotating groups.
PE Department	October	Our team discussed the physical dimensions the equipment that we used had and the subsequent room required to accommodate its usage. We were tasked with determining our needs for class size and equipment needs. We were to discuss our model and its effectiveness and relevance.	Joel Burns Matt Fischer Shannon Dwyer	We dug deep and raked over the wide range of offerings we have for students within our course offerings and the breakdown within the offerings that create infinite scalability from team sports and personal fitness to swimming.	We have a strong commitment to our program and we keep adding dimensionality. We may come up with a cardio set if we can creatively add to what we have space for and a way to fund it.
Physical Education	April	We met as a department and discussed our student's performance monitoring with Beyond the Whiteboard and used that data to modify and plan future workouts. The data was also analyzed to determine strengths and weakness for individual students and the program as a whole.	Joel Burns Matt Fischer Shannon Dwyer	We produced plans for our programming for the remainder of 4th Quarter	This has allowed us to look at student performance data and modify our Physical Education programming to address areas we'd like to see the students improve.

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Read180	September	Write Tools structure as an instructional strategy that can be used with the rBook.	Lorraine and Shanna	Model of a paragraph to be used with instruction, and a refresher for Lorraine on the structure.	Students will correctly write a paragraph with a topic/conclusion, big ideas that are supported by details.
Read180	April	Developed congruent lessons on growth mindset. This unit will be used at the end of our 4th and final Read180 workshop for this quarter. This will be the final school year unit.	Shanna Johnson Lorraine Hibpshman Michelle Graves	Unit study printed, and gone through, for use.	Students will leave the 2017-18 school year with a positive mindset about their social interactions.
Reading	October	Reviewed AIMSweb strategies for getting data in, reviewed student goals met and instructional strategies for students with increasing speed BUT also increasing errors.	Lorraine and Shanna	Strategies and instructional plan for decreasing errors in AIMSweb.	Students will have less errors on their AIMSweb assessment, however speed and number of words read might decline.
Science	October	As a department we discussed the dividing of the surface cart (numbering, checking condition, collecting and forwarding the Borough Numbers of said surfaces for each of our classrooms). Broke down the cart to obtain the charging cords.	David Patat Patrick Dwyer Robert Carson	An agreement of Surface use as well as classroom sets (9 per room).	Each classroom will have a set for Personalized Learning groups.
Science	October	Selecting Instructional Day to visit ILP group in Homer	All three Science teachers and corresponding with Homer Science Teacher	date was selected for November 8th	see examples of Personalized learning practices
Science PLC	September	Discuss the implementation of Personalized Learning, Instructional Strategies, Curriculum mapping, and the use of technology in our classrooms.	Rob Carson, David Patat, and Patrick Dwyer	Reviewed Science IXL's to use in our personalized learning groups, Discussed the TEP plan for personalized learning and the Smart goals, discussed instructional strategies.	Personalized learning practices will be implemented into our classroom lessons.

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Science PLC	April	Collaborated about lesson plans, science labs, curriculum, internet science resources, and curriculum standards.	Science Teachers Patrick Dwyer and Rob Carson Assistant Principal Jill Dufloth	Information about how to improve instruction in our classrooms.	Improve student engagement and implementation of science labs/lessons in future classes.
Science PLC	May	Discussed instructional strategies, and future lab activities aligned with our curriculum.	Science Department Teachers	Shared and discuss future lesson plans, lab activities, and assignments.	By sharing with our colleagues we are better able to help our students understand future science concepts.

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Skyview Math Team	September	<p>Agenda – Discussed the following: – Aleks o student logins, passwords. Do we want to standardize this between teachers o Logins preset by ALEKS. Can't figure out how to change it. o Passwords as fddmmy – Online Textbook login issues (resolved, shared new google doc with people)</p> <p>Goal: – Need more time with ALEX to know how it will affect pacing. Table till we have more – Unifying courses into a single document with videos from each teacher AND agreed upon assignments o Book tests vs. self-created. Multiple choice VS. free response. i, s, B form as review, A as test, C as retake. o How to best upload these tests (without the answer key) as simply as possible! i, s, Do we need an adobe PDF editor to separate? – Wendy will make NEW documents for us to start uploading and unifying – Document review o Columns/rows o Multiple (2?) assignment suggestions</p>	Maryjane Hadaway Tristan Leiter Glen Fraser Wendy Potton Troy Poage	Shared Curriculum Documents for organizing team materials	Aligned teaching to enhance student learning and data analysis

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Skyview Math/Math Intervention Team	October	Compared Data for common assessment given in 8th grade classes. Discussed how to best grade specific questions and how to meet needs of student who struggled	Skyview Math Team 4 members	Intervention plans for certain students Grading calibration on tests Change of specific questions to improve test	Incredible impact for more quality grading, quality assessment and specific student improvement in skill development
Social Studies PLC	September	Colleagues assisted in the set up of Canvas classes in order to provide consistent resources & practice activities for all students.	Jake Eveland Jonus Angleton Sheilah-Margaret Pothast	Cross-listed Canvas classes for American History & World History with GeoComps and States & Capitals practice quizzes.	Creation of these Canvas course resources brings all 3 members of our Social Studies department onto that platform for the purpose of
Social Studies PLC	October	Q2 Assessment design for 7th grade World History & 8th grade American History. Discussed Q1 Assessment data Reviewed instructional strategies for Q1 Geo Comps & States & Capitals - mapped out changes we'd like to make for next year regarding that content & delivery including use of FOL time as direct instruction support for each other's students, as well as our own.	Jonus Angleton Jake Eveland Sheilah-Margaret Pothast	Q2 8th grade Assessment Q2 7th grade Assessment Q1 plan for 2018.2019 Geo Comps & States & Capitals content instruction	Consistency within our department in assessment format with common data to share. Increased options for student practice in Q1 next year with combined resources from all three staff in a Canvas course.
Social Studies PLC	November	SS PLC group analyzed the weekly grades data compiled by counselor to staff.	Jonus Angleton Jake Eveland Sheilah-Margaret Pothast	Collective observations of grades trends as each quarter progresses, as well some questions regarding the data.	Greater awareness of the impact one assignment has on grades early in the quarter, outreach to families to encourage use of Power
Social Studies PLC	April	Q4 Assessment Calibration: essay, visual, speech for both 7th grade and 8th grade. 8th grade topic: Citizenship 7th grade topic: Features of Civilizations	Jonus Angleton Jake Eveland Sheilah-Margaret Pothast	Essay prompt choices for 8th grade and options for visuals and speeches. Features of Civilizations topic variations for 7th grade.	Consistency within the department on assessment methods and topics.

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Social Studies PLC	May	Our PLC planned out all four quarters for 7th grade World History for the 2018-2019 school year. We restructured the way our geography content is delivered in a way that will improve consistency and continuity for our students. Our Personalized Learning training along with observations of student data over this past school year have driven this shift and we are excited to build on the momentum we have.	Jonus Angleton Jake Eveland Sheilah-Margaret Pothast	Our PLC created new geography content lists for each quarter that will be used in pre, formative, and post tests next year. Each geography focus for the quarters was also aligned with content material from our primary textbook resource. We now have geography content lists for each quarter that are appropriately more extensive and that will be connected to the textbook content in a way that is more cohesive for the student.	Our PLC work today is a huge step forward for us. This common content list will allow us to build common quarterly assessments that ensure every student in our classes has instructional access to the "must knows", regardless of whose class the student is in. This common data will be used to direct instruction in the classroom, as well as through our Focus on Learning (FOL) opportunities next year. We will schedule our FOLs to meet with students who 1)need extra help 2)need enrichment 3)need additional work time. Because we will have common content, we will be able to work with students from any of our classes to support their learning needs in a timely fashion. These lists will enable us to utilize our PLC teams
Truesdell-- Whole Staff	November	4 group rotation through 4 different personalized learning professional development stations.	Whole staff	One group produced a student ownership and reflection document.	personalizing learning for all students.

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Truesdell-- Whole Staff	April	Working with individual departments on master schedule offerings for 2018-19 school year. Using individual department data from the 2017-18 school year to create the best opportunities for our students in 18-19.	Each PLC team including SPED department.	Master Schedule draft along with the addition of new class offerings.	The best master schedule possible with all stake holder involvement for our students.
math dept	October	Discussion of community service projects	Potton, Poage, Fraser, Leiter, Hadaway	A list of ideas about what community service projects with a math focus might look like.	The group did not reach a consensus about if it is possible to implement service learning without additional workload on teachers or which middle school math standards
Read180	September	100 Reproducible (a tool I found) as a Reading Formative Assessment	Lorraine and Shanna	Review of utilizing formative assessment and how this particular book also works with our programs and supports reading. Had a model to demonstrate with today, shared this instructional strategy.	We will both be using the same formative assessments in our programs.
Read180	September	Grading and power school discussion.	Shanna and Lorraine	Lorrain demonstrated how to put the 4 end of quarter books on PS and copy the assignment to other classes. We discussed the grading of books taken by students on Reading Counts.	Consistency through the programs.
Read180	April	Literature review, we worked to get all students on Overdrive, and discussed how we can implement more of this into our rotations during independent reading time.	Anne McCabe Michelle Graves Lorraine Hibpshman Shanna Johnson	All students are now enrolled/on Overdrive for the district.	Additional reading materials using technology/personal devices.

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Read180	April	Google Docs training. How to implement and use Google Docs with the Read180 summaries that are part of workshop 4. Trained teachers to train students on speech recognition and Add-Ons.	Lorraine Hibpshman Michelle Graves Shanna Johnson	Google Doc training sheet for students or other staff.	Students will be able to use voice/text software to make writing easier. All students will know about tools in Google Docs.
Reading	October	Curriculum planning of workshop 3 for Read 180 program.	Lorraine and Shanna	Curriculum materials for workshop 3.	This is the mini lessons for reteaching, scaffolding, ELL, and stretching. This is the
Reading	October	Reviewed Innovation our recently acquired collaboration book read.	Lorraine and Shanna	Reading of the introduction of our professional book.	Personalized learning.
Science	October	We discussed Personalized Learning models in our classrooms.	Patrick Dwyer David Patat Robert Carson	We came away with a better idea of what our colleagues were doing in their classrooms as well as came away with more ideas for our own classes.	WE each have more ideas on how to implement PL models.
Social Studies PLC	April	Student Data - Q3 Assessments Discussion of instructional strategies used in Q3 to improve literacy skills for assessments.	Jonus Angleton Jake Eveland Sheilah-Margaret Pothast	Ideas for common paragraph assignment for next year used across the department, particularly in our 7th grade groups in Q1 that would correlate with geography content.	Would allow us to track progress across a quarter, analyzing growth in that assignment over the 9 weeks.
<b>Soldotna Elementary School</b>					
3/4 PLC	May	We discussed students' progress with the intervention teacher. We shared instruction ideas regarding our current math chapter. Assessments dates were set and we reviewed the end of year schedule changes and events.	Third and fourth grade teachers as well as the interventionist.	We have an organized schedule for the end of the year. Our assessments are ready.	Our activities are organized for the end of the year. We will have effective instructional practices and assessments to finish up the school year.

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3rd/4th grade	May	Discussed individual progress with intervention teacher. Shared instructional ideas regarding current math chapter. Set dates for final assessments. Reviewed end of year schedule changes and events.	3rd & 4th grade teachers Intervention teacher	Schedule Math assessment/review	Organized, effective end of year instruction and activities
4/5 Grade Collaboration	April	We reviewed standards to meet and then created lesson plans based on those standards. We then met with the Special Education teacher to ensure that all students could access the educational material and benefit.	Rachel DeRaeve Emily Nicholson	Lesson plans and personalized accommodations	To be able to provide every student with educational materials and options to suit their own learning. This includes ensuring that ALL students, including those with IEPs, can learn the information
4th and 5th Grade Collaboration	April	Working together with partners to accommodate students with individualized education programs to best meet needs	Rachel Deraeve, Erin Eveland, Emily Nicholson	Lessons for the end of the year - differentiated plans for students	Accommodation and personalization of learning for students within the general education classroom
4th/5th Grade Collaboration	April	We created lesson plans for the rest of the school year attaching standards, reviewed student progress and success, and discussed accommodations for special education students and best practices for teaching and differentiating for those students.	Emily Nicholson- 4th/5th Sped Rachel DeRaeve- 4th/5th Combo Erin Eveland- 5th Grade	Lesson plans for the end of the school year, differentiation for special education students, and behavior charts for tracking successes	The impact on practice was to develop the accommodation and personalization of education for students in the general education classroom.
Entire School staff	May	PBIS introduction Personalized learning wrap-up, reflection and sharing of artifacts	Teaching staff, district PBIS leader, two teachers from other schools using PBIS	WE took a PBIS interest survey, learned about PBIS and discussed artifacts of PL	Give teachers time to decide whether PBIS will integrate well with personalized learning already going on, and time to think about the

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Intensive needs collaborative PLC group	May	Transition meeting regarding for student with complex learning needs.	Sped teams @ Mt. View and SOEL preschool/speech staff; KPBSD Assistive Technologist, Dan Kaasa; Sarah Pyhala, Physical Therapist	Sharing of information, learning materials, computer and ipad programs for student communication needs, accommodations needed for student's physical needs, opportunity for family to meet the team to which the student will be transitioning	Successful transition for this student, who has very complex learning needs and an extremely rare progressively degenerative disorder.
K, 1, 2 Teachers	April	Discussed and planned Map Testing Schedule for K, 1, 2 students	K, 1, 2 Teachers	A schedule for Map Testing	The kids will complete the MAP testing
K-1,2 Teachers	April	Discussed and planned MAPS Testing Schedules	K-1,2 Teachers	Map Testing Schedule	The kids will complete the MAP testing
K12 Teachers	April	Planned for Map testing. Practiced procedures.	Kindergarten Teachers, First Grade Teachers	A testing schedule for Maps	Testing will go smoothly!
K-1-2 Teachers	April	Discussed and planned MAP testing schedule for K-1-2.	K-1-2 Teachers	Schedule for MAP testing	The kids will complete the MAP test.
Pre K-2	May	Map and Aims Web scores End of the year Activities Supply Lists for Next Year	Interventionist Pre K-2 Teachers	End of the Year Curriculum, assessments, activities, Supply List, Final Day Rotations	Collaboration and communication and management for the End of the school year.
Pre, K, 1, 2	May	Map and Aimsweb scores End of year activities Supply list for next year	pre-k, 1, 2 teachers and interventionist	End of year assessments and activities End of year funfest rotation schedule	Collaboration, management, communication
Pre,K-2	May	MAPS and AIMS scores End of Year Activities Supply List for next year	Pre K-2 teachers and interventionist	end of the year activities supply list Final Day Fun Fest Rotation Schedule	collaboration communication management
Pre-K - 2nd	May	MAP and Aims Web Scores, Year End Activities, Supply List for 2018-2019, Met with Invertentionist	Pre-K-2nd grade teachers, Interventionist	End of Year Assessments and Activities, Supply List, Final Day Fun Fest Rotation Schedule,	Collaboration, Management, Communication
Pre-k Teachers	March	Teachers discussed the implementation of individualized learning in their classrooms.	Soldotna El. Staff	Practical Ideas for various ways to implement individualized learning in the classroom.	Teachers will learn from each other and increase successful personalized learning within classrooms.

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Primary teachers	May	collaborated on planning instruction and activities for the end of the year.	Jane Allen Lori Young Kay Downs Tracy Jamison	last day schedule and student activities.	Students movement and activity will be organized for our last day.
So EI PL	April	collaborated about Health curriculum, MAP setup for testing of students in 3 weeks, shared MCOMP scores, spoke with a parent due to their child not bringing their report card home on purpose, planned lessons for next week, recorded grades, and entered AIMS scores, took this survey, collaboration , QUEST discussions	2nd, 3rd, and 4th grade teachers, and testing coordinator, and K-4 teachers in the library	answers to this survey, effective planning, PL stations, lessons and materials for the next two weeks, parent-contact over the phone, SRI weekly printouts, QUEST discussions	quality instruction, more prepared for MAP testing setup, more knowledge of Health curriculum, instruction better aligned across multiple grade levels
So EI PL	May	Planning rest of school year-activities and assemblies; graded papers; discussed AIMS due dates	3rd grade teachers and reading Interventionist	planned dates	effective planning
SoEI PLC	April	First we met in the library to set up and review MAP testing protocol. Then I went over 3rd grade/4th quarter health curriculum with our principal. We met as a grade level to go over an assessment.	Kindergarten, first, second, and third grade teachers-also our 4th grade testing coordinator Mr. Stevenson helped me with a issue about the curriculum.	More knowledge about MAP testing, health curriculum, and grade level assessments	The teachers will be more prepared for the upcoming MAP testing. Students will have instruction aligned with standards.
SoEI PLC	April	-met in library to set-up and review MAP testing protocol, discussed assessment data with two other teachers to analyze next step with a particular student, collaborated through vertical alignment regarding health curriculum instruction, K-4 teachers in l	K-4 teachers	knowledge of MAP testing, Health curriculum, and assessment results for student	teachers will be more prepared for upcoming testing, instruction better aligned across multiple grade levels and for individual students.

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specialist	April	Coordinating end of the year activities, Last Day Wild Wolves Day, schedule and organize kinder round-up, band/choir concert, talent show, awards assembly, smores assembly.	All staff at times, specialists at times.	Rough draft of schedules and distribution of job assignments.	Advising teachers well in advance of schedule changes allows for thoughtful lesson designs to accommodate the time change.
SpEd	May	Talking about different students individual needs and general classroom management approaches that work with different kids.	Myself (SpEd Teacher) & Mr. Lampon (long term sub Aide in classroom)	A sharing of knowledge	Both of us understand each other better and he has a lot more information on how to work better with the different kids.
Structured Special education classroom	May	Looked at individual IEP goals and created tasks that align with state standards.	Tina, Cindy, Kelli, Jackie	Activities for individual students according to IEP and state standards.	It invites different perspectives ie another set of eyes.
<b>Soldotna High School</b>					
Alternative Education	November	Discussion of real-life scenarios for teacher/student relationships; what went right/what went wrong/and why? Discussed best practices for each situation.	Isaac Erhardt Lisa Thomas Rich Harrelson	Action plans to deal with specific at-risk/distance Ed students.	To develop positive relationships with students in order to improve engagement and success.
Art	November	Collaborated on a multi-class final assessment used in conjunction with an end of semester culminating activity.	Stephanie Cox Chris Jenness	Final assessment utilizing the Studio Habits of Mind. The intention is for it to be a self-reflection tool as well as an opportunity for students to evaluate each others' work in a safe environment.	Students will be given the opportunity to reflect on the semesters' worth of work as well have an open discussion about creating and viewing artwork.

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Art	May	Working on finishing up the final paperwork and billing for the District Art Show. Discussed integration of technology in the creation of our final assessment for the Art Department.	Stephanie Cox Chris Jenness	Culminating documentation and communication with members of art departments district wide concerning the final paperwork for the District Art Show. A plan to include the school media specialist in an interactive portion of our final assessment.	Art Show will be fully funded for another year. Final assessment will have a technological, interactive aspect.
Art Department	October	We worked on developing a common assessment for performance and presentation based instruction as it pertains to performing and fine arts. Our focus was particularly on the end of semester assessments which, in the arts, involve production and presentation of work produced throughout the term.	Stephanie Cox Kent Peterson Chris Jenness	An interactive, group based assessment that encourages discussion and self-reflection.	This assessment will assist the instructors in adding relevance to the semester's culminating activity.
Art/Library	April	Worked on common assessment for the school-wide art show at the end of the year. This is the culminating event for the art department. Collaborated with the librarian on the use of QR codes to add an interactive technology element to the assessment/show.	Stephanie Cox Chris Jenness Tamra Wear	Common Assessment Recording a test art statement Attempted uploading of the statement	This will allow students to more actively interact with the work of their peers and will allow them to practice the skill of reflection when dealing with art, be it their own or others'.

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Certified Secondary Librarians	November	Reviewed and discussed a student self-evaluation library survey. "How am I doing in the library?" Focusing on library knowledge and etiquette.	Tamra Wear, SOHI Connie Akers, Homer H.S.	Connie revised a elementary survey for her high school students. Tamra shared google form survey results that she got last year. The google form she used was a revised form from Jill Gann at KCHS.	This gives the students a chance to reflect on their library knowledge and lets the librarian know what knowledge is missing and what improvements can be made involving the library curriculum
CTE	April	Discussed Class activities, projects, upcoming field trips.	CTE Teachers	Sense of community, direction/expectations for the rest of the school year	Collaboration on making use of available resources.
CTE	May	Preparation for a field trip to AVTEC.	Doug Gordon, Chris Towne, Bill Carlson	Plan for who will attend and how to prep for the trip.	We all came to an understanding of
CTE Culinary, Welding, Auto	October	Methods to efficiently adapt to the short class schedule.	Bill Carlson Chris Towne	Shared ideas. Offered support, Recommended other district personnel as good resources.	Both teachers now have additional ideas and resources for improved implementation. IE: highly engaged classroom activities, sometimes split up
ELA Department	April	Prioritizing standards per grade level. Curriculum development and elective development. Grading strategies and alignment. Technology share-out. Resources share-out. Scheduling and planning.	James Harris Matt Walton Sara Erfurth Paul Marks Nicole Hewitt	A list of standards prioritized by grade level. Two ELA elective courses developed (UBD template) Collection of shared resources.	New approaches to technology. Aligned grading practices. Higher focus on student engagement. Increased student choice and personalized learning. Scaffolding of lessons and activities

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English	November	<p>Discussion of new curriculum and creating an action plan to develop common assessments and a bank of materials and lesson plans for George Orwell's 1984. Identifying potential standards to include in the unit and assessment. Reviewing former common assessment over Great Gatsby unity and categorizing types of assessment questions (i.e. critical reading skills, vocabulary, grammar, etc.) for more efficient and productive use of data in future years. Applying these same methods while developing new 1984 unit, and potential working with other departments to create a 1984 day (class-wide activity). We also discussed potential schedule as well as potential new strategies/approaches for acquiring timely and applicable data to inform instructional strategies and remediation (specifically NWEA MAP testing at secondary level).</p>	<p>Matt Walton, Sara Erfurth, Nicole Hewitt, Paul Marks, James Harris</p>	<p>Timeline and action plan for 3rd quarter collaboration over 1984. Resources for MAPs testing, and general consensus on school policies informing best instruction.</p>	<p>The impacts on our practice include shared common assessments with data that can be used to collaborate to strengthen student deficiencies, a bank of exercises, mini-lessons, as well as applicable technology which will be shared department-wide via CANVAS or the shared folder.</p>
English	May	<p>Grading Alignment Exercise with shared Research-based strategies and development of common assessments focused on state standards</p>	<p>James Harris, Sara Erfurth, Matt Walton, Nicole Hewitt, Paul Marks</p>	<p>Student examples and models, potential shared prompts and rubrics.</p>	<p>Targeted assessment with remediation for writing strategies, scaffolding of writing skills across grade-levels.</p>

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English/LA PLC	October	We covered a great deal of ground in this productive meeting. We identified at-risk students, identified and shared intervention strategies, reviewed district and school policies regarding late-work, discussed building strong relationships with colleagues and parents to support students, and led a teacher workshop with paraprofessionals so they can support students with IEPs as they work through sentence-type exercises.	Matt Walton, James Harris, Sara Erfurth, Nicole Hewitt, and Paul Marks	Shared policies, guides and handouts for paraprofessionals to support students, intervention strategies.	Greater support for struggling students, more effective collaboration with paraprofessionals, consistent policies, enhanced equity literacy (identifying individualized issues preventing student success), and greater possibilities for intervention.
Fine Arts	November	Developing a critique sheet to use in choir to help students develop listening skills and ways to describe what they hear.	Kent Peterson	A rough draft critique form	Students will be able to use the form to evaluate their own singing and the singing of other sections.
High School Librarians	May	We shared media literacy activities and lessons with the next school year in mind.	Tamra Wear Connie Akers	List of ideas/goals to plan for next year.	We each have different focuses at our respective schools so this way we can broaden our topics and touch
Intensive Needs	November	Planning and concerns regarding department needs and procedures.	Tracy Foister, Lisa Wells, Steve Kinnear, Terri Fielblekorn, Nicole Murphy, Olya Silver, Tatiana Marinelli, Helen Brown, Michaleen Gross, Alicia Kruse, Dan Brown, Emma Harris	An action plan for our next meeting in two weeks. Questions with directions for future actions.	The impact was positive in regards to everyone leaving with a desire to continue participation in an active empowering manner.
Interventionist / Elective / Individual Student	April	We shared specific methods and strategies for blended learning and personalizing student learning.	Rich Harrelson, Lisa Thomas, Kent Peterson, Isaac Erhardt	We created individualized educational plans for specific students as well as curriculum that we can share among the group.	Students were better able to take ownership of their education by taking part in developing their curriculum and educational plan which

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Interventionist / Elective / Individual Student	May	We discussed our health and well being as a team as the year comes to a close. We had an ongoing discussion about students that we work together on to provide the proper interventions and accomodations that they need as an individual	Kent Peterson Isaac Erhardt Rich Harrelson	An ever evolving plan to support some of the students that we serve.	We are specifically working with students who are at-risk of dropping out so the impact hopefully be a reduction in our dropout rate.
Math Department	October	Discussed the schedule and process for the teacher observations within the math department . Discussed the plan for the next two weeks in Geometry and Advanced Algebra	Troy Minogue Dana Edwards Randy Sparks Renee Merkes	Created a schedule for the observations and feedback Created a two week plan for Geometry and Advanced Algebra	The teacher observations will help the math department assess the quality of teaching and learn how to develop further.
Math Department PLC	April	The group discussed next years block schedule. How to handle 90 minutes. How to plan curriculum to fit into 90 minutes. How to handle testing days, study days, upper level courses vs. lower level courses. Discussed the purpose of the block schedule. Is this really in the best interest of students. Should every student be assigned a study hall for credit.	Randy Sparks, Dana Edwards, Renee Merkes, Troy Minogue	Innovative ideas for personalized learning for next years block schedule.	As a result of today we have a starting place for next year but it will be a work in progress with a lot of trial and error. Some things will work and some will need tweaking/thrown out.

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Math Department PLC	May	As a department we discussed plans for finishing the school year in each course. We also looked at next years goals and vision for Advanced Algebra and PreCalculus. How to integrate the two new teachers into the Department. Worked individually on wrapping up the year.	Dana Edwards, Renee Merkes, Randy Sparks, Troy Minogue	Goals and plans for next year	A more aligned department, which will allow students to use each other as a resource even when they are in different classes.
Physical Education	October	My teaching partner was out of the building so I worked on the weight training curriculum that we are implementing in our classes this year.	Just Me ERic Pomerleau	The Condos and complexes for weeks 4-6 were resolved.	They will be used as the curriculum for weeks 4-6 and then evaluated for effectiveness.
Physical Education	November	Evaluated weight training curriculum and planned the final week of the quarter.	Eric Pomerleau Galen Brantley	Discussed successes and issues of the curriculum. Worked through fixing issues in the curriculum.	Having time to evaluate the curriculum that we are both doing and fixing any issue to maximize learning for our
Physical Education	April	Worked on next years block curriculum. Met with Tony about week 1 next year and how we will deal with homecoming and early release days in the block schedule. Conferenced called with So Prep pe teachers about implementing swimming next year.	Myself, Tony, Will Chervanak, Angie Brown.	Curriculum was worked on. Mostly questions that will need to be answered.	It had a big impact on the direction and questions we need answers for the new block schedule, block curriculum, and swimming curriculum and schedule.

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Physical Education	May	Continued working on next years curriculum for a block schedule. The class time for each class has been changed for 90 minutes to 85 minutes since the last time we met. We had to decide where to take the 5 minutes from.	Eric Pomerleau Galen Brantley	We took 5 minutes from our monostructural period. Then continued working through the curriculum and building CONDOS for next year.	This time directly effected curriculum and class delivery for students.
Science PLC	October	Alignment of physical science classes to this point. Student achievement and successes on the matter assessment. Methods that seemed to lead to student understanding.	Science department	Some improvements in activities that were effective in student understanding and the decision of the removal of an activity that didn't seem to have an affect on learning.	When this unit is used next year, it should have better flow and lead to better understanding by the students.
Science PLC	November	Practiced carrying student down the stairs using perfect body mechanics while observing OSHA standards.	Many teachers from many different departments.	A signed paper indicating qualified people to transport the student down the stairs today.	The student will hopefully be able to be safely transported out of the building during the fire drills that occur every
Science PLC	May	Organizing and analyzing NGSS standards as we reorganize the physical science class for next year with NGSS in mind..	Byron Weeks Steve Bezdecny	An organized hard copy of all NGSS standards for chemistry, earth and space sciences, and geology.	The goal is to have all physical science classes at SoHi teaching to the same accepted standards at the same time throughout the school year.

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Social Studies Department	October	Our group reflected and discussed the impact that the seven period day and the additional responsibilities (e.g., PL book talks etc) is having on our practice and methods that we could use to adapt to it.	All teachers in the social studies department here at SoHi.	We produced a few concerns that we are going to bring to our administrator, not in an adversarial or complaining fashion, but from a "how can we adapt in meaningful and pedagogically sound ways" angle. We further understand that we are stuck in this paradigm for the year, but we would like to make some internal adjustments to our department to better serve our students come next school year, especially if we're going to have to work in this schedule.	We shared with each other some ways that each of us has adapted to the time crunch. All of our existing lessons were designed for 52 minutes, and now we have 44, which requires us to either cut anticipatory set material, remove cool down activities, shorten work time, assign more homework, or require less rigor and lower expectations for daily learning (or some combination of all of the above). We are hoping we can get some useful advice and we will continue trying to
Social Studies Department	March	We talked primarily about the ALICE drill that we'd executed that day, and then we discussed some instructional tools that we felt we could invest some of our department money in.	All social studies teachers in our building.	We produced some notes and a report back to our administrator discussing our execution of the drill, the suggestions and feedback that we generated, and also generated a request to purchase an Xbox for the social studies department to take advantage of developing game technology and experiences to enhance student experiential learning.	If we are permitted to acquire the Xbox, we will be able to take advantage of a series of games that are available on the market now (either tailored to education or adaptable to teaching historical events/concepts) and add more experiential learning opportunities to our classes.

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Social Studies Department	May	We got together to plan out our department priorities for next year's PLCs. This year, we have only had 20 minutes a week to meet other than inservices, and next year we will have twice as much time next year, which will enable us to do more collaborative planning and sharing of strategies.	All of the social studies teachers here at Soldotna High.	A plan of action for next year that involves forming department expectations, writing standards, and regular check-ins on what we are doing for the block period to maximize our teaching effectiveness under the new block schedule. Our department has quite a bit of turnover this year and we want to establish a strong PLC program to support new and continuing teachers. Also throughout the year we have developed a common assessment that we will be implementing next year.	As department chair I will be establishing a routine schedule for our meetings to make sure that we are continuing to use time wisely. With the extra time, we will also be able to establish norms for grading the new common assessments that we have adopted. We also will have some department expectations starting in the beginning of the year that we can use to unify our practices to reduce some of the confusion students have as they move between our classrooms from year to year.
SoHi Science	April	timing of curriculum state testing block scheduling	Emery Leck Weeks Bezdecny	curriculum with block scheduling (90 minute classes)	Deeper understanding of curriculum changes that need to occur for effective use of

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Special Education Intensive Needs	October	<p>Today's PLC focused on meeting with the support staff. As a IN team, the support staff and case manager discussed the progress of each student and how we will proceed in the second quarter. Support staff was able to have time to input data that was collected over the quarter. That information was shared and analyzed as a group. As a group we noticed patterns in a particular student's behavioral data and created an adjustment we will use to see if the negative behavior can be reduced. Time was also given to review each student's schedule and make adjustments as we proceed to through the next quarter. Case manager provided time for support staff to discuss any challenges that have arose from being short staffed (one case manager spot vacant and other case manger out on extended medical leave) this first quarter and how to proceed if issues arise again.</p>	James Knoebel Soldotna High school's support IN classified staff (six attended this collaboration meeting)	<p>Progress notes/reports were able to be completed. Strategies and schedule adjustments were made to help address challenging student behaviors we have witnessed over the first quarter. Support staff was able to provide case manager with a billeted list of needs they have moving forward. Training opportunities will be developed to help address these requests.</p>	<p>Ideally meeting like this will lead to a more cohesive IN team. For the students that had schedule changes or adjustments, the goal would be for them to reduce their negative aggressive behaviors and increase their positive and productive behaviors. For staff schedules that were adjusted, the goal would be to ensure we have the most effective coverage for all of the students we serve during the day, both during class time and the more unstructured times of the day.</p>

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SPED	April	Discussed most recent eligibility check. Also retouched on tomorrow's field trip to Job Corps. When looking at resources, we examined possible materials for next year	David Justice James Knoebel	We determined what World History supplemental materials both Resource and Intensive Needs could use.	Help better plan for block schedules next year.
Sped Resource	October	We discussed individual students, progress/grades in gen ed classes and looked for patterns. Looked for ways to mitigate failing grades.	All resource teachers.	Discussed issues we found with a few general education teachers. Came up with a plan for second quarter that should assist these students to pass.	More collaboration with gen ed teachers as well as adjustment to some gen ed practices.
Sped Resource	November	Met as a group to discuss student needs; looked for common classes students were failing/struggling with, teachers who were the most receptive to modifications/accommodating, and S2 schedule changes.	Stephanie Burns, Dave Justice, Mitch Pioch, Eric Willets (Sohi Sped Resource Department)	List of common issues hindering students with IEPs from passing classes.	Better able to head off problems that are contributing to student failure.
Sped Resource	May	#NAME?	Special Education Resource Staff Administrators (as needed) Counselors (as needed) General Education teachers	-Individualized credit recovery and independent study courses. -Strategies to meet the needs of students with IEPs. -Field Trip to outside agencies and other community connections. -Team (sped & gen ed) collaboration	#NAME?

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Teachers	October	We discussed our classroom practices and how we are working to overcome the shorter class periods brought on by a 7 hour schedule. We worked on strategies to develop lessons that will utilize the time in class to develop the skills necessary for our students to succeed in our course and other courses as they continue through their years in school. We compared assignment and assessment ideas and discussed ways to innovate projects for personalized learning in the shorter class times.	Other members of my department.	Each of us came away with some more refined ideas for our particular courses that will be able to better utilize the shorter class time and meet the needs of our students.	We each felt encouraged that others are feeling the strain of shorter class times and more students. We each came away with practical ideas on how to better meet the needs of our students through personalized project based learning.
Vocational	November	We discussed employability skills for our vocational classes. We also discussed what skills we are currently working on in our classrooms with our students.	Christopher Towne Doug Gordon Bill Carlson	N/A	Today's PLC focused on life skills to teach our students in our vocational education classes. We shared some ideas on how to engage students and how to be prepared for

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Certified Secondary Librarians	November	Classroom lessons and Canvas course.	Tamra Wear, SOHI Connie Akers, Homer H.S.	We shared the 2 ways we are getting Media Science lessons and content to the students. We both do direct instruction, however Connie is able to have a set time with ELA classes. Tamra does her lessons when it fits with the teachers' time frame with their classes when they start a project. Also, Tamra has created a Canvas "course" that has resources for students to access. They do not get graded or have assignments but it is a convenient place for them to get to since they work in Canvas all the time.	As we build up our lessons and reach out to more teachers, we will have more instructional time with students.
High School Librarians	May	We discussed our goals for supporting our teachers with their Personalized Learning goals.	Tamra Wear Connie Akers	Brainstorming ways that we can help facilitate teachers lessons and PL planning.	We want the library to be a resource for teachers in their PL journey. We have always been a PL resource for students and now we want to
<b>Soldotna Montessori Charter School</b>					
Intermediate Team	September	Aligning Montessori materials with state math standards and saxon curriculum	1. Matt Faris 2. Terri Carter 3. Jessica Moore	A working document aligning standards, Montessori materials, and curriculum in order to produce a cohesive continuum.	Refine our integration of the three to better address student need.
Intermediate Team	April	We reviewed 4th, 5th, and 6th Alaska state math standards, our Saxon math curriculum, and our Montessori math materials.	Terri Carter, Jessica Moore, Matthew Faris, and Susan Larned	A spreadsheet which lists the math standard, the corresponding Saxon math lesson, and the Montessori math materials which apply.	A better understanding of standards, our Saxon math curriculum and how we can apply Montessori materials to better support student

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math standards, curriculum and montessori materials alignment	October	We worked to align Alaska state standards for 4th grade math with our curriculum and matched Montessori Materials and other hands on tools to each standard.	My teaching team, Terri Carter, Matt Faris and Jessica Moore	A document recording the alignment of the Alaska State standards for 4th grade math with our Math curriculum, Montessori materials and other hands on materials	A clearer and more refined understanding of the standards covered and a clarified understanding of our Montessori materials and how they apply to and support each standard. We also
Primary Grade Level Team K-3	September	Creating a document in which K-6 mathematics curriculum standards, curriculum materials and Montessori materials are aligned.	All staff (teachers and class room aides)	The first standard for grade 1 math was reviewed and curriculum/Montessori materials used to instruct in the standard were listed.	Cohesion among grade levels as we instruct students in their mastery of standards sometimes outside of their grade level (above or below), familiarity with Montessori materials, resources and methods of instruction for
Primary Team	April	Aligning Montessori Curriculum and other curriculum to state standards.	Jennifer Hubbard	Completion of entering standards for grades 1-3	Inform us what our practices are in relation to standards, helpful in creating rubrics, communicating with parents about Montessori practices in
Principal Review	October	Review of State Math Standards and application of Montessori materials toward standards. Alignment of curricular resource, and Montessori materials to State Standards and the school instructional continuum.	All Teachers	Continuum document.	Understanding of what Montessori materials are available to use in instructing standards, a continuum of when use of certain Montessori materials is appropriate for the age, grade and ability of students, Understanding of what
Principal Review	May	Discussions of student placements in transitioning between kindergarten-primary-intermediate grades.	All classroom teachers and various instructional aides.	Complete class lists for the 2018-2019 school year.	Knowledge of students who are entering a new grade with new teachers. Student fit for teaching styles, and peer

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SPED	September	Looked at the 4th grade math standards. Looked at Montessori Math guide to see what materials could be used to teach focused target. Looking at double digit multiplication and single digit divisors division.	SPED Team	Found target standards Made a list of Montessori Materials needed. Inventory Montessori Materials on hand Reviewed Saxon to see where targeted standards were taught Set curriculum timing for introduction of materials.	Nothing yet. Hoping to use materials to concretely introduce these two standards before student approach abstractly.
SPED	October	Learning how to use Montessori math materials for multiplication and division. Inventory of SPED Montessori materials. Made a list of needed materials and looked up costs. Created recording sheets for materials.	Joon Cross Susan Larnerd Matt Farris Tammy Fann Maria Johnson	Recording sheets for Montessori math materials. Also make a plan of the order materials need to be presented.	Methods need to be practiced more before introducing to students. There were challenging for us to learn. We found materials around the school, but I feel SPED needs their own materials if it is going to be used consistently.
Testing the Data Instrument	September	Test	Me	Knowledge	Preparation for implementation.
<b>Soldotna Prep School</b>					
All Staff	October	Sharing expectations for conferences and developing a deeper understanding of the importance of building positive relationships with parents.	All staff	Agendas and opening statements for conferences focusing on the positive Lists of positive words to use Parent survey on conferences and school to date	Gather feedback from parents. Have parents leave feeling positive and supported (hopefully) survey will give us some info.
All Staff	October	Teachers each shared one practice they experimented with during Q1 in the area of student reflection and ownership.	All certified staff	A list of different strategies that may be used to encourage student ownership and reflection. Teachers will experiment with a strategy off of this list or one they find/develop on their own for the 12/22 in-service to share out.	Teachers preparing a bank of strategies that had positive impact with in school "experts" in increasing student engagement and motivation. Moving towards PL.

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All staff	April	Staff discussion/Principal presentation on what to expect during the upcoming EdElements visti	All certificated staff	School PL Team finalized and plan for sub placement during walkthrough made	Drive development of PL at SoPrep.
All Staff	March	Staff shared results of experimental practices in targeted instruction	All Staff led by Mr. Chervenak	School strategy bank plan to store PL practices was discussed. list of targeted instruction practices that were used created.	Early start on developing PL practices at Soldotna Prep
All teachers	September	School development plan review. Progress on personalized learning I-team and advisory practices	Certified staff	SDP finalized. Agreement on I-team and resource meetings (frequency, purpose, planning, and communicating)	Better relationships with struggling students. More frequent review of struggling students.
All Teaching Staff	September	a	a	a	a
biology teachers	April	We did planning for our evolution unit on geologic time, activities, and end of the year dissections. Also, we went through and assessed our supplies for the end of the year activities and discussed our bio final	Jennifer Derks-Andersen (self) Kristin McGlothen	n/a	Engaging activities and opportunities to co-teach some classroom dissections.
CFK team	October	We did planning related to the Caring for the Kenai project such as: due-dates for projects, sign-up for computers, rubrics and common assessments, block scheduling. Discussed upcoming conferences and picked our super stars for the recognition assembly next week.	Angie Brown, Rob Sparks, Heather Swanson, Kristin McGlothen, and Jenny Derks-Andersen	Rubrics, student recognition forms.	Biology and ELA collaboration creates better support and success for students in their projects.

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
Districtwide SLPs	Other	AAC training by a SESA representative; training and agreement on Apraxia assessment/diagnosis/treatment ; sharing of ideas learned from AKSHA Conference; review of new standardized tests; collaboration on case studies	Districtwide Speech-Language Pathologists	Evidence-Based Assessment for Apraxia of Speech; agreement on Core Vocabulary for AAC devices district-wide; supportive, collaborative group of SLPs to work together across the district	Unified assessment, diagnosis, and treatment of Apraxia, as well as unified use of AAC devices across the district
ELA	October	Planned book group lessons for second semester.	Will Chervenak Heather Swanson	Lesson plans, assessments, assignments	subject alignment, common assessments, scoring calibration, personalized-
Health Teachers	November	Worked on devolving health curriculum.	Steve Bezdencny Beth Swaby Jenny Andersen	Alignment with what is taught in health	Students will have a more consistent health class regardless of if they take it at
Instructional Leadership Team	May	Collaborative staff meeting that identified PD that staff need and how this would be facilitated next year	The entire instructional staff	Professional development needs and staff that will lead each need for next year	Staff professional development
Intervention	October	Met with Curt Schmidt and karen Ruebsaman to discuss intervention students and any student with an "F"	Curt Schmidt Karen Ruebsamen Beth Swaby	Best practices for intervention conferences	We are trying to reach our intervention students and make them more successful.
Language Arts	April	Created common rubrics and assessments, discussed student performance and trends based on data, planned standard aligned curriculum for 4th quarter	Heather Swanson, Will Chervenak	Rubrics, assessments, curriculum, plans for interventions	Department and standard aligned curriculum, personalized interventions, more elements of personalized learning
Math department	October	common assessment building for canvas	Breta Brown Angie Brown	ch 3 assessments for Algebra I	students will be assessed equally teacher can collaborate on instructional

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Soldotna Prep Staff	May	Discussion about needed PD for 2018-2019 school year	Full SPS staff	A list of needed Professional Development topics for the week before school starts 2018-2019. Also a list of things we want to train our students to be able to do in order to be successful Freshman.	Teachers are trained, then we can train our students with confidence. Students will be confident and successful.
Special Education	October	Discussion of: upcoming IEP meetings, assessment data, I-team recommendations, conference schedule and individual parent meetings, <u>Power School Reports</u>	Cheryl Brown Peter Gundunas Donna Huguelet	Streamlined PS reports, discussion of students receiving evaluation and re-evaluation of services, progress reports update	Team members producing similar reports for IEP meetings, use of PS reports for weekly meetings with students
Special Education	April	Reviewed IEPs and transition information for incoming students; discussed placement and transition activities	Special Education department (Life Skills and Resource teachers)	A tentative transition schedule was produced.	This will allow us to assist students as they transition from middle school to Soldotna Prep and from <u>Soldotna Prep to SOHL.</u>
SpEd	May	types of collaborative and instruction hardware/software available and newly updated <u>formats.</u>	Intensive needs, Resouce teachers, and GenEd teachers	Lists of activities and teams or individuals responsible for facilitating.	Improved student engagement, parent/caregiver contact, and interdisciplinary <u>integration.</u>
Team 1	September	Break the 100 students on our team into tiered homeroom placements	Breta Brown, Kristin McGlothen, Will Chervenak, Darren Zibell (absent)	4 tiered advisory lists so the counselor can place students appropriately	the homeroom/advisory time will be better used by the students and the teachers
Team 1	November	Made plans for each intervention kid with hope that they could each improve their grade enough to pass the semester. I will keep the specifics private.	Kristen McGlothlen Darren Zibell Will Chervenak Breta Brown	Updated Intervention plans	Benefits for students
Team 1 PLC	April	Team 1 student intervention discussion	Karen Ruebsamen Will Chervenak Breta Brown Kristin McGlothen Rob Sparks Beth Swaby	plans for 5 students on how to provide them with resources to help them pass their classes	Hopefully, 5 more students will pass their core classes for the semester.

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
Team 2	September	Break the 100 students on our team into tiered homeroom placements	Angie Brown, Heather Swanson, Rob Sparks, Jenny Derks-Andersen	4 tiered advisory lists so the counselor can place students appropriately	the homeroom/advisory time will be better used by the students and the teachers
team 2	November	Discuss struggling students and current interventions in place. Assess how the intervention is working and if another intervention is needed	Rob Sparks & Angie Brown	list of students who needed more intervention	students who need further intervention will be discussed with the intervention teacher.
Math department	October	creating/revising assessment questions in canvas that match the AK standards	Breta Brown Angie Brown	assessments	students will be equally assessed on Ak standards teachers can then collaborate
Team 1 PLC	April	Team 2 Intervention meeting	Karen Ruebasmen Angie Brown Jenny Derks-Andersen Heather Swanson Darren Zibell	intervention plan for 5 at-risk students	Hopefully, 5 more students will pass all their core classes for the semester.
<b>Sterling Elementary School</b>					
43134	April	We discussed the design component of the PL initiative.	All Certified and Paraprofessionals	A worksheet packet that will be used in the future, a spaghetti tower	The impact will be on the implementation of the design process in the PL hierarchy.
2/3 PLC	September	We looked at how data driven decisions impact our instructional decisions and transfer ownership of learning to the students.	Vivian and Julie	We developed a plan for student produced SMART goals which will guide their personalized learning.	The impact will be the transfer of the ownership of learning from the teacher to the student.
2/3 PLC	May	We attended Design Workshop training and sketched our models. We filled out our Teacher BL Model and PL Tactics.	The 2/3 teachers.	The BL Model and PL Tactics.	We have our guide for teaching students the importance of the Kenai River to this area and their lives.
Administrator	September	Reviewed the Canvas module created for Personalized Learning. Sent teachers to work in their PLCs on reviewing the Core 4 element - Data Driven Decisions.	teachers and principal	Discussion threads in Canvas regarding what the PLCs talked about	Will set us up for less anxiety about PL in the winter.

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
All Primary	October	We met, watched the videos, discussed the resources we use	All primary teachers	A Canvas response	Not much, we all use the same resources that work in our classrooms
Intermediate	April	We worked in a group of 4 to build a tall structure out of spaghetti, marshmallows, tape and string. We then picked one student to think about what they loved about school and what their challenges were. Then we brainstormed about "How Might We .... support the student	All teachers and aides	We shared the issues we think most affect students at our school and started brainstorming what might help them.	We are starting to spend more time brainstorming as an intermediate team to help our common students or common student issues to support students that need it in academic or social skill areas.
Intermediate	April	Marshmallow Challenge What is great at school/ What do I struggle with at school? Trends HMW...	Teachers , support staff, administrator	Understanding student needs	Makes you think about the needs of students
Intermediate	April	Marshmallow challenge /TED talk Empathy map / gallery walk / discussion HMW statements 3 base BL models	Principal and staff	Empathy maps, HMW statements, teacher workbooks	Better understanding and awareness of student situations, understanding of models
Intermediate PLC group	September	As a PLC we looked through the personalized learning data driven resources and discussed how to implement them in our own practices. We shared strategies that do and do not work in our classrooms. Referenced the Danielson evaluation system to discuss assessment techniques.	Paige Blake, Katy McKinley, Sarah Knobloch, Brian Krauklis, Jessica Olson	Discussion and encouraging insight.	We will implement some of the resources that we looked at. The IXL trackers will be very useful, and the pickers will be a quick and easy way to get immediate assessment.
Intermediate PLC group	October	We worked in a personalized learning module on canvas and reviewed the reports of the digital tools we have access to.	Katy McKinley, Paige Blake, Sarah Knobloch, Brian Krauklis, Jessica Olson	Found new resources, and discussed how to effectively use them.	Students will now track their own progress on IXL or other similar online tools.

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
Intermediate PLC group	November	We looked at ways to increase student ownership.	Brian Krauklis, Sarah Knobloch, Katy McKinley, Jessica Olson	A discussion and ideas for improving practice moving forward.	We have a better idea of how to increase student ownership in our classrooms.
Intermediate PLC group	April	Intro to design thinking.	All instructional staff.	We did a gallery walk to build empathy for our students and their needs.	This will make me think twice before I get overwhelmed by a students behaviors and try to
K/1 Teachers	May	We continued our Design phase of Personalized learning and then had flex time to add PL Tactics to our PL Model. As a K/1 Team, we reviewed how to implement SeeSaw as a method of student reflection and ownership while tying in flexible content.	Kindergarten and 1st grade teachers at Sterling Elementary.	Teacher BL Model + PL Tactic worksheets (planning for how to implement 1 core 4 for the next few weeks.)	We will be allowing students to use SeeSaw to demonstrate their knowledge and competency.
K-2 PLC Group	April	Collaborating/Marshmallow challenge :) Thinking and brainstorming trends in our students How Might We trends to impact student challenges ...	All staff.	A desire to empathize with our students' needs both at home and school; including their parents. We all chose a HMW to focus on.	At this time of year, it is easy to feel like students should be at a certain spot or "know better" with their behavior, but it was a good reminder for me to remember where my students are coming from, and
K-3	November	Discussion involved what strategies teachers are currently using to provide students with the opportunity to self-assess.	All K-2 teachers who were present.	Calibration across the primary grades to ensure student reflection either during acquisition of new content or during standard testing.	Students will become more aware of their role in learning goals and outcomes of their effort.
Krystal Duval	April	We did an empathy Gallery walk, talked about the design phase of our PL launch.	All sterling staff	How Might We List from staff	Will create more how might we statements as we begin to implement and test different
May 2nd Early Release	May	Personalized Learning- Teacher and School Design Plan	Administrator, teachers, and support staff.	Teacher design and School Design plan.	Teachers and students

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Mrs. May's room	May	Reviewed <a href="http://www.plkpbsd.org/specials.html">www.plkpbsd.org/specials.html</a> with Mrs. May's SPED team to discuss a plan to map for Teacher BL Model + PL Tactics	Jody Smith Tyna Ledda Shawn Gottfield and Wanda Reams	Plans which address issues we noticed in students: inability to apply learning into new settings and including demonstration of comprehension in a real world setting.	We will develop application of lessons which are on a computer program, intentionally bringing these skills into the student's real world with the goal of application of knowledge and
P-2 PLC	May	Using current classroom design, come up with one way that you can adjust things to make personalized learning fit into your classroom. Watch videos and read articles to help provide ideas	PLC Group	A Classroom Model and PL tactics - a plan for how to personalize learning more.	The classroom will incorporate more choices for students and develop further student ownership.
Personalized Learning	April	-Marshmallow Challenge - Activity describing what makes students successful and what is a challenge for them at school - Created "How Might We...." statements	The entire staff	T Charts documenting what makes students feel successful and what challenges them in school "How Might We..." statements	We are each going to pick a "How Might We..." statement to address in our practice.
Personalized Learning Design Workshop	April	Our staff went through the design Workshop training where we created our classroom model.	Teachers, the Principal, and support staff was present.	We produced "How Might We" statements.	This training helped us come together as a staff to share comments and concerns. We worked together to produce
Pk-2	April	Marshmallow challenge (team building) PL training. Discussed students struggles/ strengths looks for trends in struggles and strengths	All staff	Worked in teacher design workbook, created map of students strengths and struggles	Empathy with students. Understanding the struggles our young students are facing.
PL learning in service	November	Intensive needs teachers met and received training in speech Regular ed teachers met and received training on library resources and participated in the PL workshop classified staff completed computer based training on child abuse	All staff, teachers aides, and the principal	ideas were gathered for the PL launch, a document stating the philosophy of PL was developed and discussed.	Teachers will continue to experiment with PL learning practices

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Pre-K - 2nd	September	We watched videos on the Core 4, Data-Driven Decisions and discussed how we can use data in our classrooms. We feel like we already use data to create our instructional groupings, but we can add in allowing students to make changes to their groupings and work.	Courtney Kirkeby, Belinda Smith, Megan King, Serina Montgomery, Lindsey May, Krystal Duval	Notes to our administration	We would like to look in to the Daily 5 and CAFE and spend time learning those structures and implementing them in the classroom.
Primary	April	We worked through the Ed Elements Design Workshop. We thought about the success of a student and what could hinder their day. We did a team building activity with marshmallows and spaghetti noodles.	All staff and support staff.	Spaghetti noodle tower. How Might We statements.	We were tasked with trying to develop on our How Might We statements to use during our next early release day.
Primary	May	We went over the blended learning model and personalized learning tactics and worked individually to fill in the ed elements papers.	All staff	The Teacher BL Model and PL Tactics page.	I will be able to use this for my Butterfly Unit coming up next week and feel prepared.
School	October	Emergency Action Planning - review of procedures	All staff	Record of annual changes to EAP for the school	Staff more comfortable about the procedures and had time to process our recent intruder
School	October	Review of information for PL Core 4 Elements	Teacher PLC groups	Notes in Canvas module regarding each PLC's discussion	Greater understanding and buy-in when Ed Elements works with our staff.
School	November	Played a Kahoot it to discuss PBIS/ discipline/ management scenarios PLCs met to review the Core 4 elements from EdElements	All staff PLCs (teaching staff)	Discussion notes in Canvas module	PBIS consistency PL buy in and familiarity
Specialist	September	Watched and discussed the specified videos on DDD. We read and discussed DDD articles.	Gail Frasher Kristy Schmelzenbach Amelia Hall Maria Chythlook	Discussions	Using Data to drive our instruction and assessments with our students.

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
Specialist	April	We wrote down short statements as to what makes students feel good at school and what is difficult for them at school. We then went around and looked at all the statements from everyone and looked for trends. We then came up with HMW statements.	All the teachers and para professionals.	Insightful discussion.	Less frustration is the intended outcome.
Specialists	October	Reviewed the integrated digital content module and discussed various programs we are using and the reports generated to guide our instruction.	Gail Frasher Amelia Hall Kristy Schmelzenbach	We answered reflection questions and made a list of digital programs we want to explore.	Integrate more digital content into our students personalized learning.
Specialists	November	Personalized Learning on student self assessment and reflection.	Amelia Hall Maria Chythlook Gail Frasher Kristy Schmelzenbach	A reflection response to the questions in canvas.	We will concentrate more on student goals and self reflections.
Specialists	April	Staff participated in the marshmallow Challenge and afterward we discussed how it related to personalized learning. Then we all wrote down challenges and what makes students feel great in our school and looked at what others wrote and discussed how we might help some of our students with their challenges.	The whole staff	Teacher design workbook	Will continue to think about how we might make learning more personalized in our classrooms.
SPED	April	the gallery walk to look at what students like about school and what they dislike.	Whole staff	HMW statements	It helped me to see where different staff members see issues as opposed to what I see as issues. I think it will <u>help us work together better</u>
The Specialists	April	Discussion of student needs.	All Staff	Created focus points for addressing student needs.	Greater focus on anticipating student needs.

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
The Specialists	April	The staff performed at team building activity (Marshmallow Challenge). We completed a Gallery Walk and shared our trends from the gallery.	Our entire certified and classified staff members.	Our Teacher Design Workbook	We will be meeting again as a staff to discuss our How Might We's (HMW) and how we will incorporate them in our classrooms.
The Specialists	May	We created our BL model in small groups and our PL tactics.	Kristy Schmelzenbach Maria Chythlook Gail Frasher	Our teach BL model and PL tactics	Our next steps are to implement at least one of our PL tactics before the end of
PL learning in service	November	Pre school speech collaboration	Speech pathologist, IN pre-k teachers	strategies to develop communication skills with students were shared by the speech pathologist	Teachers will integrate these strategies
<b>Susan B. English School</b>					
SBE PLC Team (all teaching/admin. staff)	October	Staff planning of school/community events.	Mrs Bornheimer, Ms. Gilson, Mr. Hinds	Finalizing information/scheduling of planned school/community events. Assigning roles and delegating event duties.	Building positive school/community relations.
SBE PLC Team (all teaching/admin. staff)	October	1/2 day staff meeting. Met to discuss upcoming school/community events (Fall Carnival/Christmas Programming, Parent/Teacher Conferences), constructed a school volunteer list to engage the local community, provided logistical building updates/information, reviewed and reevaluated the school improvement plan (SIP), reviewed and discussed recent PD opportunities (booktalks, course credits, etc.), other House-keeping items.	Cindy Bedingfield, Karen Bornheimer, Josh Hinds	Staff alignment, school/community events/relationship building, furthering understanding of District PD opportunities, smoothing out operational workflow.	An improved school/community relationship, better staff relations, see above.

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
SBE PLC Team (all teaching/admin. staff)	November	Holiday Activity Planning - Christmas Program planning - Family Breakfast Planning Intervention Data Meeting - Retention Discussion +Identified Ind. Students +Intervention process updated in PS +Meeting held w/ parents to discuss/unopposed at this time -Teacher Training in Intervention input and tracking/recording	All Staff for holiday event planning Certified Staff for Intervention/PS Documentation Discussion	Intervention Plan/Documentation in PS Review of Tableau Early Warning System Holiday Event Schedule/Plan	Data Driven Instruction/Response Community Engagement/Planning Support
SBE PLC Team (all teaching/admin. staff)	May	We established a collaborative schedule allowing us to network with PGM teachers for the 2018- 19 SY.	All Staff	SY 2018-19 Schedules	Schedules and Inter-building collaborations, Team Teaching.

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
SBE Teachers PLC	September	The K-6 and MS/HS Teacher met to review the school's 2016-17 PEAKS Assessment Data, and local AIMSWeb and Ed Performance Data.	Joshua Hinds, Karen Bornheimer	Staff Observations: Staff aligned on Spring PEAKS student performance levels. Observations concerning correlations between grades earned in online math courses and student performance on standardized test show that students are passing the online courses, but scoring as Below Proficient on the PEAKS assessment. Students assessed by AIMSWeb MCOMP and RCBM probes illustrates a discrepancy between AIMS Web results that show an Average level of proficiency and the PEAKS assessment which shows students as Far Below Proficient on similar content.	In the Elementary: Instruction will focus on application of concepts in math and reading comprehension. Local formative assessments will more heavily focus on application of concepts to a greater extent. In the High School; There is a great concern that the students engaged in the online math courses are not receiving an appropriate level of rigor within their courses. This take-away is based upon the PEAKS assessment data which shows students as scoring below proficient in content matter that students earned passing credits in. Impact on Practice: Instructor will focus on
Susan B. English School PLC	April	Logistical Planning for end-of-year-events such as prom, graduation and the end-of-year picnic. Following this discussion we explored the PL website and identified teaching strategies new to us and those we are currently employing....	Amy Gilson Karen Bornheimer Josh Hinds	Plans to implement concerning the legacy events listed above. Deeper understanding of PL practices, our current status in the Wave 3 implementation process.	Greater alignment with PL concepts and practices.

**Tebughna School**

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
Principal/Teachers	May	We collaborated with our Artist In Schools colleague regarding using art, specifically movement, colors, music and dance to create emotions, situations, problems and solutions. We put together artistic lesson plans which involved culture, family, and society and how they are all connected.	Principal, teachers, and Eddie Wood (Artist in Schools) who led the discussion and activities.	We produced artistic writing lessons and then practiced them as students. The process was simple, yet profound.	The impact will be profound. For example, with just using crayons and lying them on the floor different ways, fiery emotions were "felt" and stories/poems/improvisations began. And the sound of just a bell or a shaker egg brought up stories to write, draw, act out and dance to. We all are excited to use
Principal/Teachers/Aides	April	We have been working with Jane Beck, Project Grad, all school year (since early August), regarding this year's focus: Writing. We sent our most current writing samples to her and collaborated on their successes and areas for improvement.	Jim Perzechino, Christy Gomez, Michael Potter, Pamala Potter, Jane Beck	A rubric determining what was basic (1 point) to advanced (4 points) in each area of "Step Up To Writing".	This rubric, and what we learned all year working with Jane Beck on Writing skills, will continue to be a huge impact on how we teach writing skills.
Principal/Teachers/Aides	March	We met for 3 hours going over materials that the district sent us, and from DEED, regarding the administration of the PEAKS test, and PEAKS test practice tests.	Jim Perzechino, Christy Gomez, Michael Potter (Test Administrator/Coordinator), Pamala Potter, Rosella Standifer, Bradley Stephan	We decided on our PEAKS calendar, who would test which groups or individual, who would teach the practice tests to the students, who would prepare TSA's (all did but individually) and signage needed.	We were prepared to assist our students to practice the PEAKS tests so there would not be confusion on the test day. Also, we knew the requirements that the Testers had for the test, their students and their test areas.

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
Principal/Teachers/Aides	February 7, 2018 early release day	For our early out on February 7th, we met with Francie Martin (via Skype due to being weathered out) to practice and prove knowledge of CPR and 1st Aide. Feb. 8-9th, we had Parent Teacher Conferences and on Feb. 9th in the afternoon, Dr. Ermold and Mr. Vlasak sponsored Principal/teacher interviews at our school.	Christy Gomez, Jim Perzechino, Michael Potter, Pamala Potter, Rosella Standifer, Jenna Standifer	We all passed our CPR and 1st Aide	Safety for our children and a new Principal/Teacher
Team of Teachers/Principal	September	Discussed the importance of specific and accurate feedback to students, considered the impact of zero on overall grade, considered a 6 point scale for rubric, discussed student self reporting/reflection, separated behavior from academic.	All three teachers and principal.	We decided to continue this discussion at November early release. We also plan to bring two writing samples for each student from September and November to discuss, using a rubric.	Writing is our focus. We believe that working together on how we "see" the samples will be an impetus for honesty, and student development.
Team of Teachers/Principal	October	We used Visual Literacy Standards to connect images from throughout Tyonek to learn how to connect them to written text. Specific topics included "I see, I think, I wonder" (difference between fact and opinion) and "Describe, analyze and relate" (to think critically and independently). This PD was excellent and will be used in every grade starting immediately.	Debbie Harris, KPBSD Art Liaison, Michael Potter, Christy Gomez, Jim Perzechino and Pamala Potter	Lesson plans to use the images at every grade level for writing and discussion/reflection prompts.	The impact will be creatively "seeing" images and "developing" on what was seen. Using the photos will enhance the prompts we usually offer and can become full essays including narrative, descriptive and expository. They also will lead us into cultural and scientific discussions.

PLC Group	Date	Please describe the activities/collaboration.	Who was involved?	What was produced?	What is the impact on practice?
Team of Teachers/Principal	October	Updated strategic plan, progress monitoring for all Tier 2 and 3 students, ELA updates, Brightways discussion, upcoming school activities, Book Study of "Innovator's Mindset", Genius Hour update, Tebughna Challenge, Christmas Play, Core 4 discussion, Art PD	Pam Potter, Michael Potter, James Perzechino, Christy Gomez, Rose Standifer	We produced this year's Tebughna Challenge criteria, planned how to implement our Strategic Plan, and determined what will occur during Red Ribbon Week, Halloween, Veteran's Day Celebration, Elder Thank you activity	The Progress Monitoring discussion will make an immediate impact on our teaching practice. The personalized learning book study is excellent time to reflect on our practice.
Tebughna School	December	PEAKS webinar and discussion ELA Revision Update/Standards Discussion Book Talks/EE Credit Strategic Plan Update Art 2nd Semester MAP Pilot/Personalized Learning Grading	Teachers, Aide, Principal	A schedule for PEAKS; our next book talk planned; keyboarding classes to prepare for PEAKS writing; Art for this semester with Debbie Harris and intentional practice with close reading	We will make sure to teach students how to build knowledge through informational reading. Writing will be grounded in evidence. We will prepare students to develop arguments and justify
Tebughna Teachers/Principal	November	For one of our Strategic Plan Priorities, we chose deepening our Core 4 knowledge. During this Early Out, we each researched and prepared documentation on one chosen subject but for grades K-12.	Mr. Perzechino researched Integrated Digital Content. Pamala Potter's was Targeted Instruction. Mr. Potter did Data Driven Decisions. And Ms. Gomez did research on Student Reflection and Ownership.	Mr. Perzechino made a list of websites for each grade to assist in personalizing ELA. Pamala Potter made a binder of information on Targeted Instruction for Math in grades K-12th. Mr. Potter put together a power point on ELA Data Driven Decisions for all grades. And Ms. Gomez compiled ELA Student Reflection and Ownership possibilities for all grades.	The impact will be that we will all be able to begin using the Core 4 Strategies in one subject, but with all grades. At our December InService meeting, we will present these to each other. In January we will begin using the same strategy but for all core subjects and present it in early May. In this way, we should be able to begin Wave 3 in Fall 2018 with strong foundations

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
Principal/Teachers/Aides	April	We met with Joan Herrmann, Tebughna Foundation Grant Writer. We have been meeting with her via telephone regarding a 3 Year Youth Strategic Plan. However, this time we were able to meet in person and discuss what our goals are, and our next steps to meet them.	Jim Perzechino, Michael Potter, Christy Gomez, Pamala Potter, Joan Herrmann.	We produced a draft plan of how the remainder of this school year's focus will be involving our youth with this strategic plan. We will meet together again, and with our students, on Tuesday, May 8th from 12:30 - 3:30 p.m.	The youth will be sharing with us (on poster paper and discussions) how they would like to see Tyonek look in the next 10 years. They are our leaders, and we want our students to be the catalyst for positive change.
Principal/Teachers/Aides	March	We have been reading "Go Blended" in our staff meeting book study. We spent time going over two chapters and discussing how it relates to the Core 4 for Personalized Learning.	Christy Gomez, Pamala Potter, Michael Potter, Jim Perzechino, Rosella Standifer, Bradley Stephan	Ideas of how to use the 4 core, particularly "Integrated Digital Content", in our classrooms.	We have been working all year to be prepared for Personalized Learning by zeroing on one core subject and one "design" at a time (according to our Strategic Plan) It will impact us by being
Principal/Teachers/Aides	March	The ALICE Drill preparation for 2nd semester	All 4 teachers, 2 instructional aides and principal	We wrote out our "script" for our drill. Our drill was very successful when it occurred on March 20th. We had the entire community involved, and the Nikiski Fire Dept., AK Troopers, Tribal Center and Clinic.	Safety for our precious children.
<b>Tustumena Elementary School</b>					
Tustumena Elementary	October	We met as groups and discussed personalized learning. We read and discussed Chapter 1 of The Innovator's Mindset.	The entire staff.	Groups developed models and examples of personalized learning.	We will be ready when the Ed Elements group visits our school
<b>Voznesenka School</b>					

PLC Group	Date	Please describe the activities/collaboration.	Who was involved?	What was produced?	What is the impact on practice?
school-wide	September	1. We revised the rough draft of our School Development Plan. 2. Discussed Homecoming pep rally 3. Received feedback on previous inservice activities.	All staff	1. A completed School Development Plan. 2. Plans for pep rally day. 3. Provided feedback to those who presented on the previous inservice day.	The School Development Plan will help lead us through the implementation of Personalized Learning.
Selo/Voz collaboration	April	We covered the three parts of the Education Elements design workshop.	All staff from Voznesenka and Kachemak-Selo.	We completed the teacher design workbook.	Staff are prepared to create initial designs for a Personalized Learning
whole school	November	Certified staff shared teaching strategies from the Core Four Tactics Bank that they used in their instruction. In groups, staff explored the Core Four Teacher Toolkit.	All staff	Groups answered the reflect questions for the Core Four Teacher Toolkit resources they explored.	Additional strategies that can be used to support personalized learning.
whole staff	October	We made a few changes to our School Development Plan and spent time becoming familiar with the Core Four Tactics Bank	Certified Staff	An updated School Development Plan and instructional expectations with the implementation of Personalized Learning practices.	Teachers practicing, then sharing out, Core Four Tactics Bank instructional strategies.
whole staff	Other	All staff met for training on how to implement Stop/Walk/Talk protocols and to determine an art activity for our upcoming PBIS celebration day.	All staff	Role play scenarios for Stop/Walk/Talk and planned activities for our next PBIS celebration day.	Students will have an opportunity to practice using the Stop/Walk/Talk protocol as well as having the opportunity to participate in a cooperatively prepared art

### West Homer Elementary School

3rd grade	October	We worked in small groups analyzing sample models of personalized learning and ways we could implement them in our own classrooms. We chose an area of the Core 4 to individually make our first focus in the implementation process.	all certified staff	We set a goal for further implementation. We got ideas for ways to individualize it	We collaborated on effective personalized learning practices.
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3rd grade	April	We looked at PBIS data and office referral data. We completed an I noticed, I wonder, and next steps form as we analyzed the data for our whole building. We worked to begin our phase 1.5 as a PBIS school by co-creating our classroom expectations for students to be respectful, responsible, and safe. Our entire staff participated in an ALICE training with a trooper.	WHE and Big Fireweed staff.	Respectful, Responsible, and Safe common classroom expectations were compiled by all staff members.	We will see the PBIS team compile the expectations and develop a classroom matrix.
3rd Grade Team	May	We analyzed the PBIS matrix for classroom expectations that was created during a previous collaboration time. We then used the matrix to begin to create lesson plans specific to our grade level to use during the beginning of the school year.	Krista Etwiler Sarah Hartmann Kris Wurst	A list of possible ideas for lesson plans to roll out PBIS in our classrooms.	Students will have a variety of modes to receive content about PBIS classroom expectations.
4th grade team	September	I teach this year with a brand new teacher in my grade level, so our collaboration was focused on classroom procedures to alleviate long transition times and we shared strategies for improving this in our classrooms.	Naomi Daigle and myself.	No actual product was produced except notes taken to remember the strategies discussed.	We hope it will improve our transition times to allow for more teaching and learning time (since the District has cut 20 minutes from our school day this year to accommodate a new bus schedule and company, it has been difficult to make strong schedules that

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4th grade team	October	Previewed various classroom structure models that matched what we are already doing OR one in which we want to try out. Each teacher defined a NEXT STEP (either incorporating a new aspect of PL or strengthening an aspect of PL already in place.	Certified staff	All involved, documented their next steps on a google drive document.	We are striving to Personalize our instruction to match district goals.
4th grade team	April	On 3 different pieces of paper labeled RESPECTFUL, RESPONSIBLE, and SAFE, our team used a Kagan Structure that allowed all voices at the table to share ideas for each category's classroom expectations. These were collected by PBIS team members for future decision making.	WHE and FWA staff.	Pages of brainstorming ideas for classroom expectations.	... It will be to create a MATRIX of expected behaviors that all staff can live with and support.
4th Grade Team	May	From the direction of the PBIS team in planning for the implementation of PBIS classroom expectations school wide next year, each grade level met and planned a lesson.	Naomi Daigle Shellie Worsfold Katie Bynagle	We discussed our grade level theme for PBIS expectations and began developing the lesson plan to build an acrostic poem with the letters: West Homer Is Respectful Responsible And Safe.	Grade level teams school wide will work together to support positive behavior. Students each have a role and will have a new platform for learning classroom expectations.
5/6 team	September	Catherine Hayworth described the lessons 5/6 teachers will use for the Suicide Prevention lessons that we have to teach by the end of September.	5/6 team, school psych, Music and PE teacher, principal, Speech Path., Interventionist, IN teacher and paras	Lessons plans were handed out.	5/6 team will present lessons on Suicide Prevention with fidelity so we present clear message with common language

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5th grade team	October	Our Principal reviewed our Personalized Learning instructional models and then each teacher chose a model that they would like to try in their classroom. We recorded on a share Google Doc. and then shared with different partners what we were going to try.	All teachers at West Homer Elementary plus the principal.	A shared Google Doc. for phase 2 that each teacher wrote what Personalized Learning model for instruction they were going to try in their classrooms.	Hopefully more differentiation/personalized learning opportunities for students to increase their engagement.
5th PLC	May	Whole group discussion of PBIS expected behaviors. These will be shared in the fall for the PBIS roll out. Sharing success stories from personalized learning.	Entire staff Grade level teams	Classroom lesson plans for each grade level. Game brainstorming	Effective roll out in the fall for PBIS expectations
5th/6th	November	Today we completed a tuning protocol exercise rotation. Each participant had the opportunity to present idea, receive feedback, and reflect. As a collective staff we had an additional reflection opportunity to review the learning that occurred and how we plan to use our learning to better our classroom.	Susan Brass Rebecca Paul Marianne Mooney	Mutual reflection and understanding. A plan to better implement personalized learning in our classroom.	We have each identified a new personalized learning strategy that we would like to try.
6th Grade	April	Common expectations for classroom behaviors	6th grade teams from WHE and BFW	A list of expectations for classrooms	A school-wide classroom expectation for classroom
6th Grade	May	Created a lesson plan for a unique way to teach PBIS expected behaviors with the 6th grade team to increase student buy in.	Ashley Hanson, Erika Thompson, Marianne Mooney	A lesson plan for PBIS procedures.	Students will experience the procedures in a new way so that students will develop buy in.

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
collaborative cross- grade level PLC team	November	Listened to peer explain their Personalized Learning situation; asked clarifying questions; gave warm and cool feedback; problem-solved.	PE teacher Classroom 5th grade teacher Speech-Language Pathologist	Shared ideas that we could use to help with our Personalized Learning efforts; wrote down ideas	Increased voice and choice, increased engagement, increase assessments/feedback from students that is more meaningful and specific
Collaborative Personalized Learning Team	November	Tuning Protocol. Personalized goal brought to a group of three for the purposes of presenting ideas, receiving clarification and give feedback for reaching those personalized goals for specific instruction.	Whole Staff involved, Feedback groups were randomly selected groups of three.	Notes for each member of the group to refine personalized learning goal.	Based on feedback received, teachers will be able to move forward on their next steps of their goals.
cross curricular	November	We used a critical friends strategy to problem-solve and discuss classroom strategies for personalized learning.	certified staff	classroom strategies and ideas	We were able to refine some of our ideas and will implement them in the future.
cross grade team	November	We used the "tuning protocol" to review and share our personal goals for implementing personalized learning in our classrooms. We shared materials and resources related to the goal and asked our colleagues a focus question we wanted them to address to advise us regarding our goal. We gathered whole group to debrief after small groups to share what was effective, if any concerns were raised from the process, how the "tuning protocol" felt as the presenter and the participant.	two 3rd grade teachers, one 5/6 grade teacher		

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
Grade 3 Team	September	<p>Our goal is to create a kaleidoscope type learning opportunity for science. We would like to do this by designating a one hour block of time every week where teachers on our team can teach science that surrounds a common theme. Over the course of a 4 week period students would rotate through each of our classrooms learning about our common theme. Our goal is to engage all modalities of learning by including technology integration, art, inquiry, and movement. However, to do this we have to rearrange schedules while simultaneously upholding the integrity of various student supports (special education/ quest/ intervention...). We also had to prioritize various science standards so that we could use our school trail system and other outdoor activities while the weather is still pleasant(ish). Because of this we decided to start off our science kaleidoscope with teaching about ecosystems.</p>	<p>Krista Etwiler (grade 3) Sarah Hartman (grade 3) Katie Bynagle (grade 3) Kris Wurst (3/4 combo) Christine Faber (3/4 special education)</p>	<p>We came up with a unit theme in which each teacher was assigned a role. Our roles are: Art Technology Content inquiry/hands on We will meet again in a week to go over our goals/I can statements of each of our lessons to make sure that everything jives.</p>	<p>Our belief is that this will stream line science integration into our classrooms. It will also allow us to become experts at various lessons.</p>

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PBIS with WHE and Fireweed	April	Reviewed behavior data for building; thoughts concerning the behavior data and refocus tool; collaborated on moving PBIS into classrooms and then our ideas for a classroom behavior matrix; training on ALICE procedures with Trooper Cox	WHE and Fireweed staff	Feedback for PBIS to create a behavior matrix and additional information from behavior data analysis will be looked at to support students with recurring behavioral issues	Increased expected behaviors throughout our school building; awareness of ALICE procedures and how to teach them to our students
Personalized Learning	October	literature review and state-wide models of Personalized Learning as well as discussion and application to our practice	classroom teachers and specialists	generating ideas for how to replicate a model within our setting	understanding the instructional practices used by teachers so that when I am assessing the individual needs of students for a special education evaluation I will have an understanding of how instruction was provided for
Personalized Learning Cross Curricular Team	November	We used a highly structured "Tuning Protocol" to discuss personalized learning strategies. Each teacher had an opportunity to bring to the table a personalized learning strategy used in their classroom and received friendly constructive feedback.	Tina Moore, Music Teacher WHE Kristine Wurst, 3/4 Grade Teacher Naomi Daigle 4 Grade Teacher	Plans for future personalized learning was produced.	Personalized learning in each classroom will be developed and improved based off of constructive feedback. Collaborative discussion with a professional support team helped each teacher support and implement ideas.
Principal	October	PL Design workshop. We explored the concept of design thinking as it applies to the instructional models we use in our classrooms. We also spent time reading and calibrating scoring of the district quarterly writing assessment.	All staff	List of ideas of how we might address student needs in a personalized way. Hundreds of student papers scored by multiple professionals.	Teachers will experiment with design thinking in relation to their instructional models. They will chose 1 specific next step to personalize their instruction. Teachers will go back to their classrooms with a better understanding of benchmark papers at each

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special ed	May	We discussed the implementation of a PBIS classroom matrix. We also celebrated our personalized learning progress.	All staff, including aides	a matrix to outline the implementation of PBIS in the classroom a series of activities to help teachers teach classroom expectations.	Increased PBIS climate throughout the school.
Specialist	April	Looked at Data of Refocus Tools. Time and place graphing by location, problem behavior and month. Created expectations for specialist classrooms.	Specialists and classroom para-professionals. Entire staff of Fireweed and WHE.	Classroom Expectations for Respectful, Responsible and Safe.	The refocus tool will be moved into the classroom. There will be shared expectations to promote consistency throughout the building.
Specialists	May	Collaboratively created a common set of expectations that students will follow in our 3 different and unique settings. We will present a song/activity to teach expectations to the students at an assembly.	Tina Moore, Music Lisa Whip, Library Keri Syth, PE	Ideas for second quarter PBIS assembly.	Improved behavior and student participation and increased learning in our common areas.
SPED	October	Introduction to Personalized Learning by our school committee.	Entire WHE staff including para-professionals	Team building activity Map to support struggling students	Develop strategies to implement personalized learning.
SPED Dept.	April	Alice training w/ Trooper Cox. PBIS review bx data and co-create matrix for classroom bx.	entire school staff (teachers, paras, Fireweed staff)	Round robin form for matrix development	We will draft classroom behavior expectations
West Homer specialists	October	Finished the Design Workshop for Personalized Learning	The entire staff	We outlined out goal for the design portion of PL	I will be modifying station rotations and attempting playlist models
SPED	October	Para collaboration /student behavior review	All para-professionals and SLC sped teacher	Reviewed behavior challenges and strategies.	Implement strategies when faced with challenging
<b>William H. Seward Elementary School</b>					
Entire School Staff	May	PBIS Intro	Seward El and Middle	PBIS Interest survey	To be seen

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
Entire school staff	May	PBIS Introduction Personalized learning wrap-up and sharing of goal and student reflection artifacts	Entire School Staff PBIS instructors from other schools Middle School Staff	PBIS interest survey personalized learning artifacts will be posted in the shared PL folder for future use	School wide behavior expectations Personalized learning artifacts collected for future use in classrooms
Entire school staff	May	PBIS introduction PL wrap up and sharing of goal and student reflection artifacts	Whole staff	PBIS interest survey PL artifacts to share	Greater understanding of PBIS More resources for PL, impacting student goal setting
PLC	May	Middle school and Elementary school teachers came together to learn about the PBIS structure that many schools have been implementing. We discussed ways our schools are already using behavior management and which ways we could adjust to fit the PBIS model.	Both middle and elementary school teachers from the Seward area.	We produced evidence of our school's management plans already in place, through a quick survey provided by the PBIS representative.	Implementation of the program will help provide a friendly environment for all staff and students.
school staff	May	Information on PBIS for Seward Elementary and Middle schools. Personalized learning discussion. Shared student reflection products.	Entire staff	PBIS interest survey, folder with PL resources.	Potential shift in how we address behaviors in our school. Building a resource bank as we continue to <u>implement personalized</u>
Seward Elementary Team	September	Teachers and staff view "What does Personalized Learning Look Like in the Classroom"	Mr. Haskins, Julie DeBoard	Power Point presentation and youtube videos of various classroom settings.	The impact was that teachers were able to see what PL looks like and then compare it to their practices. Teachers were <u>given time to discuss in small</u>
Seward Elementary Team	October	The team discussed chapters 1-5 in the Blended Learning in Action book. Teachers were part of small group discussion, whole group discussion and placing thoughts on Parking lots answering 3 Questions.	The whole team of teachers	A realization of the culture in regards to BL and a vision in regards to BL for Seward Elementary School.	Teachers are reflecting on the practices they use in the classroom and how do they move forward with BL.

PLC Group	Date	Please describe the activities/ collaboration.	Who was involved?	What was produced?	What is the impact on practice?
whole school	May	PBIS introduction for Seward El. and Seward Middle schools. Personalized Learning, wrap up for the school year and sharing of student goal and reflection artifacts.	School staff	PBIS interest survey. Personalized Learning artifacts will be posted in Seward El's PL shared folder for future use.	If PBIS is implemented, I am certain we will see an improvement in overall school morale and individual student behaviors. PL artifacts will directly impact student learning in the classroom.