



2018-19 Collaboration Time Report

Prepared for Kenai Peninsula Borough School District

June 2019

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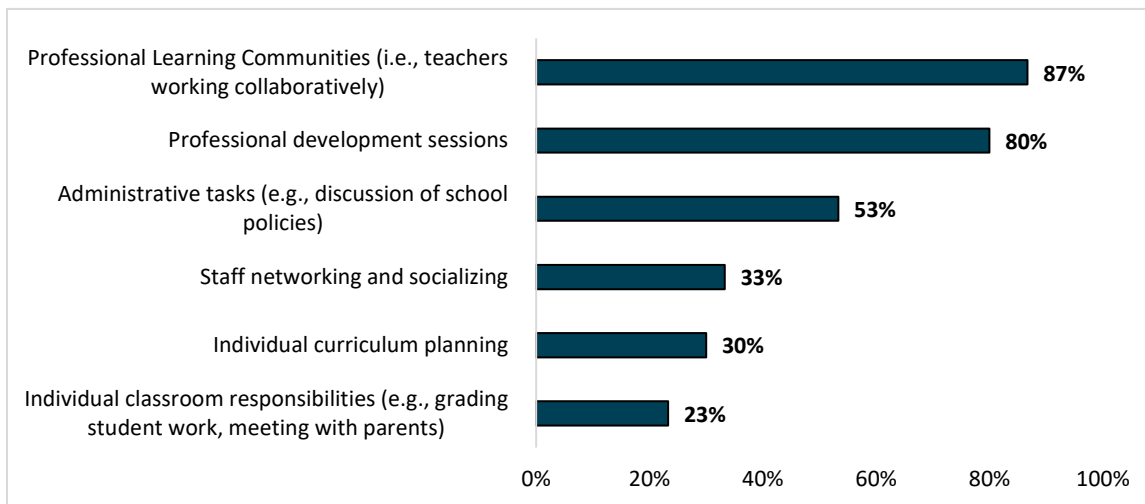
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SECTION I: REVIEW OF COLLABORATION TIME AND ACTIVITIES

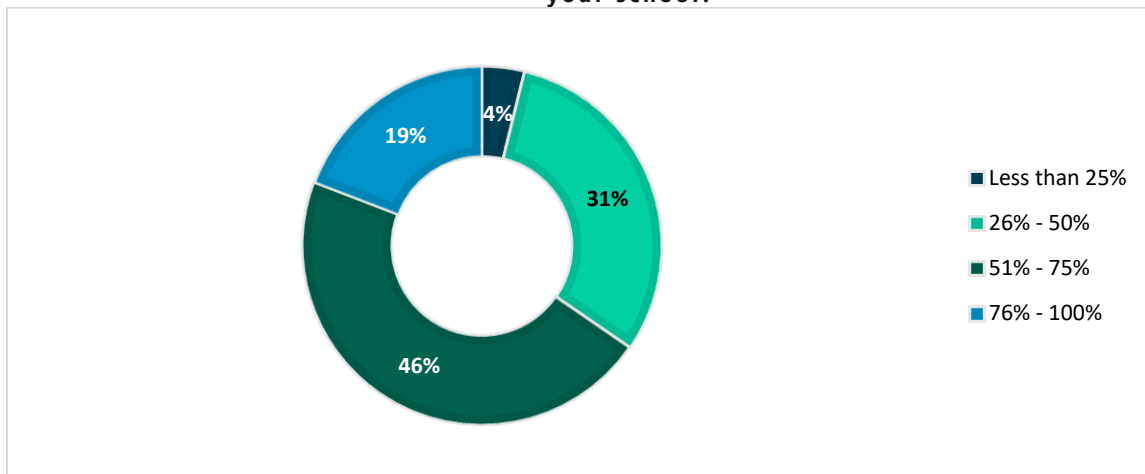
This section reviews survey responses submitted by principals regarding the use and effectiveness of collaboration time in their schools. A total of 38 principals responded to at least one question.

Principal Results

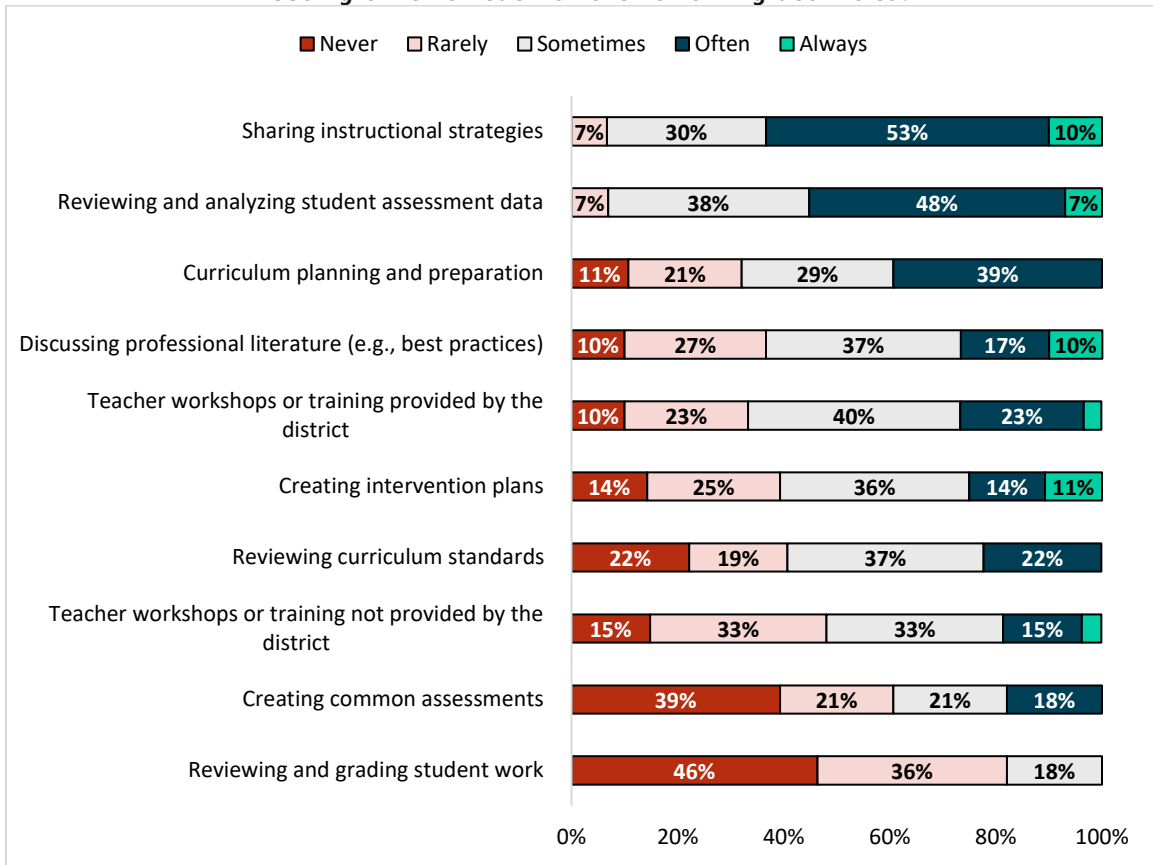
For what activities have teachers at your school used early release, in-service, and other collaboration time this year? Please select all that apply.



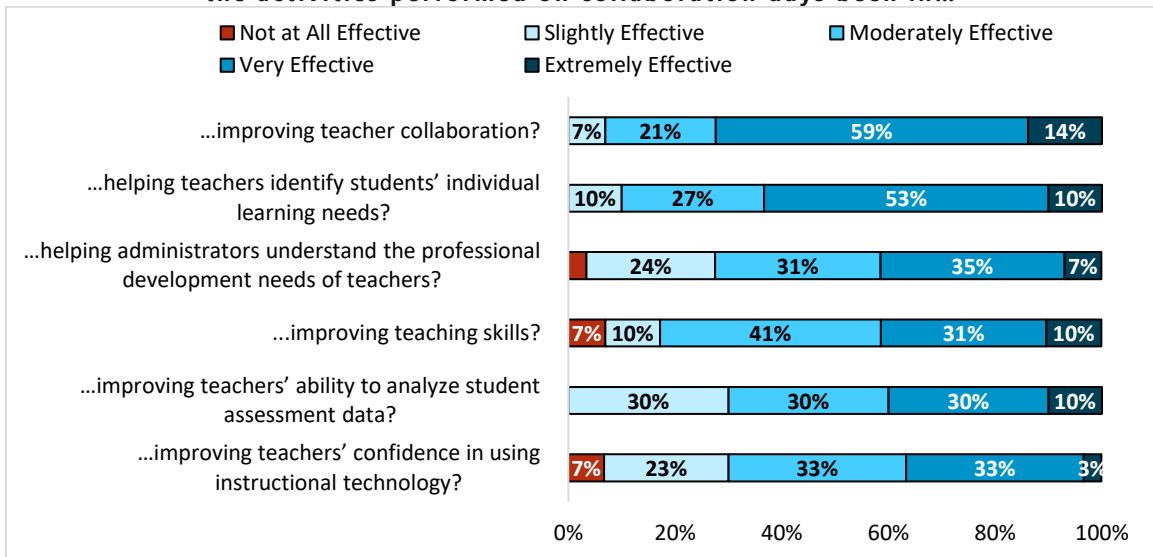
In thinking about this time, approximately what percentage was designated for PLC work at your school?



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

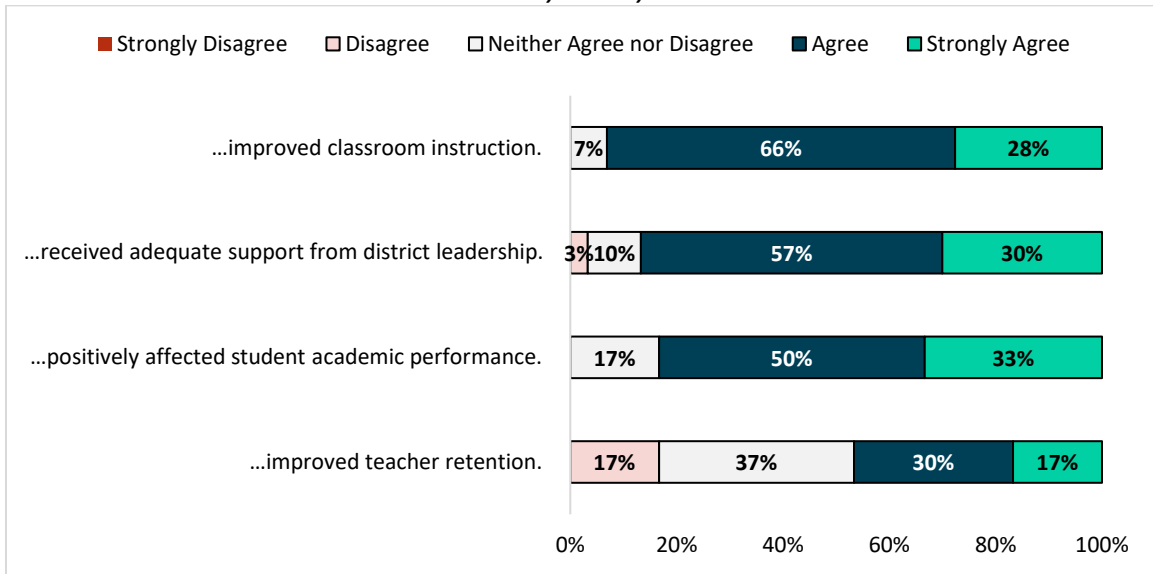


Based on your observation or conversations with teachers, how effective or ineffective have the activities performed on collaboration days been in...



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

“Collaboration days at my school have...”



SECTION II: PRINCIPAL REPORTS

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

1.0 Academic Success	Organizational Excellence	Community and Family Engagement
1.0 Student achievement	2.1 Infrastructure	3.1 Parent and family engagement
1.2 Student proficiency	2.2 Resource allocation	3.2 Direct communication strategy
1.3 Reporting system	2.3 Professional development and compensation	3.3 Business partnerships
1.4 Student engagement	2.4 Attract and retain	3.4 Public relationships
1.5 Graduation	2.5 Collaboration	3.5 Partnership awareness
1.6 School innovation	2.6 Communication	3.6 Service learning

1.0 Student Achievement

1.1 Student achievement

SCHOOL	DESCRIPTION
Redoubt Elementary School	Through the use of Maps and Aimsweb plus, staff and administration have been able to not only learn a new program but utilize the student data to create groups and formulate lesson plans based upon strengths and weaknesses of each child.
Soldotna Elementary School	This year we have spent considerable time designing and evaluating individual student goals for every student. These goals were objective test score goals. Each goal had an accompanying action plan.
Soldotna Prep School	Collaboration focused on student interventions as improved student rates of accumulating credits towards graduation.
Tebughna School	Working together to analyze test data, collaborate on strategies, develop intervention tools
Marathon School	More students are earning credits due to flexible content we have access to
Seward Middle School	Teachers reviewed progress or lack of after MAP assessments with individual students
Nikiski North Star Elementary School	We continue to focus on improving our math scores particularly as measured by benchmark measures as well as PEAKS. Our Shining Stars time has math a focus
Nanwalek School	Utilizing Benchmark Data from AimsWeb and MAP to create more PL.
Ninilchik School	Students are able to see rubrics posted in powerschool.

SCHOOL	DESCRIPTION
Sterling Elementary School	Discussion of flexible tools and content and student reflection and ownership. Review of data and use of intervention.
Port Graham School	We began to teach the staff how to analyze the assessment data (MAPS) and use it to identify "gaps" in student learning to plan for and implement targeted interventions to support individual student needs.
Susan B. English School	We monitored student testing data and looked for patterns or areas we might address as a school.
Skyview Middle School	Professional development in PL strategies including a focus on student ownership and reflection as well as a very specific goal around teacher 1 on 1 conferencing.

1.2 Student proficiency

SCHOOL	DESCRIPTION
Nanwalek School	Utilizing Benchmark Data from AimsWeb and MAP to create more PL.
Mountain View Elementary School	MAPS training, Personalized Learning Collaboration, Curriculum Mapping

1.3 Reporting system

SCHOOL	DESCRIPTION
Soldotna Montessori Charter School	Development and implementation of a writing matrix for student self-evaluation on writing standards.

1.4 Student engagement

SCHOOL	DESCRIPTION
Homer Flex School	Increased engagement through restorative practices implementation and increased offerings of healthy activities (PE, healthy snacks, curriculum)
Redoubt Elementary School	This year we implemented a new social-emotional programs called PATHS. This program became the new platform in which social skills, lessons, and class meetings were conducted to help provide students with tools to be successful.
Marathon School	Students are earning more credits
Seward Middle School	Students were given choice in how to show standard mastery in several classes
Kenai Middle School	Our school embraced the Personalized Learning through Wave 2 trainings.
Ninilchik School	students can reflect more effectively on their work.
Sterling Elementary School	Discussion and sharing of strategies for student reflection and ownership.
Port Graham School	We discussed a great deal of student engagement and classroom management strategies, especially early in our collaborative discussions and this helped improve and increase student engagement.
Susan B. English School	We developed some growth mindset strategies and goal-setting strategies and implemented those this year with our K-5.
Voznesenka School	Peer observations were used to collaboratively address Academic Success. All staff spent time observing in other classroom, bringing new practices in their classrooms.
Kachemak Selo School	Peer observations were used to collaboratively address Academic Success. All staff spent time observing in other classroom, bringing new practices in their classrooms.
Skyview Middle School	60% minimum of teacher instructional time based on PL instructional strategies.
McNeil Canyon Elementary School	Our focus has been on promoting student reflection and ownership of their learning.
Razdolna School	Personalized Learning workshops where staff rotate thru various stations

1.5 Graduation

SCHOOL	DESCRIPTION
Homer Flex School	Improve graduation rate through staff development in restorative practices, CTE, and instructional coaching.
Kenai Alternative School	As a staff, we always set aside time to look at students whom were struggling, both academically and emotionally.
Soldotna Prep School	Collaboration focused on student interventions as improved student rates of accumulating credits towards graduation.
Marathon School	4 students graduated this year.

1.6 School innovation

SCHOOL	DESCRIPTION
Kenai Central High School	Implementation of Personalized Learning following district protocol for wave 3 schools.
Seward High School	Continuing to expand creative options for student opportunity and flexibility.
Aurora Borealis Charter School	It has given staff an opportunity to review and discuss some of the current research about best practices. John Hattie's research specifically was reviewed.
Kenai Middle School	Personalized Learning across all curricular areas.
River City Academy	We have integrated the Summit Learning Partnership at RCA. Using student data, we have experienced our most successful year in regards to student growth and credit acquisition.

2.0 Organizational Excellence

2.1 Infrastructure

SCHOOL	DESCRIPTION
Seward High School	Rigorous defense of our bell and master schedule and involved the entire school.

2.2 Resource Allocation

SCHOOL	DESCRIPTION
District Office	Establish a standard for responding to additional staffing requests

2.3 Professional development and compensation

SCHOOL	DESCRIPTION
Soldotna Elementary School	We have used the early release times to learn a new assessment program, (MAP), set goals and share data with partner teachers.
Tebughna School	Multigrade classroom techniques
Nanwalek School	Teachers have attended several PL sessions given by either the District or myself.
Soldotna Montessori Charter School	Teachers engaged collaboratively to learn about Montessori Materials and implementation or use of instructional strategies to deliver them.
District Office	Identifying training needs for IEP Saturdays and other district inservice days

2.4 Attract and retain

SCHOOL	DESCRIPTION
District Office	Coaches watch videos of their coaching interactions with early career teachers, and discuss how to refine their skills as a coach and how best to support the early career teacher

2.5 Collaboration

SCHOOL	DESCRIPTION
District Office	Coaches having interaction around watching videos of themselves helps them learn how to help teachers learn to collaborate around videos of themselves teaching
Kenai Alternative School	We used time this year to discuss PL strategies and information.
Seward Middle School	Teachers hosted meetings in their rooms to share core four areas of strength
Aurora Borealis Charter School	The time gives everyone a chance to review school culture and climate issues.
Ninilchik School	Teachers are making powerschool more interactive for parents through collaborating with other teachers.
Soldotna Montessori Charter School	Teachers engaged collaboratively to learn about Montessori Materials and implementation or use of instructional strategies to deliver them.
Port Graham School	We read a book for a group PD study (Our Iceberg is Melting) and also referenced the works of Richard DuFour in developing a shared understanding of what PLCs should look like and what work they should perform, strong PLC PD.
District Office	By meeting multiple times throughout the year, the school psychologist group has really worked toward collaborating with each other to promote personal and professional growth.
Mountain View Elementary School	Personalized Learning Collaboration (follow up to classroom visits)
District Office	Allowing additional collaboration time after school for intensive needs classroom teachers and aides.
Skyview Middle School	We have built in collaboration time for teachers to meet for 60 minutes once a week during their contract time. We also use 100% of the early release 90 minutes for PLC/collaboration work. We do NOT use early release time for any school management at all. It is 100% teacher collaboration around instructional strategies, student assessment data, and/or curriculum planning/mapping.
Razdolna School	During both inservice & weekly staff meetings, staff worked together for planning school-wide activities, problem-solve school issues, and participate in various PD collaborations (Personalized Learning, Learning Walks, etc.)

2.6 Communication

SCHOOL	DESCRIPTION
Kenai Middle School	Teachers were to communicate with parents about positive interactions along with the negative. Social Media has helped our entire school with communication of stake holders.

3.0 Community and Family Engagement

3.1 Parent and family engagement

SCHOOL	DESCRIPTION
Soldotna Elementary School	This year we have had nearly 100% success rate in parental participation in title nights. We have also raised significantly more money have higher parental participation in PTO and related school activities than any time in recent memory.
Tebughna School	Opportunities for engagement and planning
Aurora Borealis Charter School	Not a great deal was done in this category this year.
Port Graham School	Developed and implemented a school/community early-readers program with the consent of the village council. This will put 100s of books directly into local homes including picture books and early reading materials.
Susan B. English School	Planning of community events/facilitated student activities planning in collaboration with other community agencies.
District Office	Through parent workshops related to FASD and Autism

3.2 Direct communication strategy

SCHOOL	DESCRIPTION
Kenai Middle School	Social Medial, electronic sign, well attended P/T conferences, school news paper
Port Graham School	We worked directly with the Local Village Council on a number of issues including the community reading program, and after-school prevention programming.

3.3 Business partnerships

SCHOOL	DESCRIPTION
Kenai Alternative School	We used some of the time to meet with partners about getting assistance for our students in need.

3.4 Public relationships

SCHOOL	DESCRIPTION
Kenai Middle School	Our school is open to all user groups, where most schools are closed to user groups.
Susan B. English School	We worked closely with the Parent Advisory Council (PAC), Seldovia Village Tribe, and the City of Seldovia to develop after-school prevention programming opportunities for students.

3.5 Partnership Awareness

SCHOOL	DESCRIPTION
Port Graham School	We have posted partnership (reading program) information, meetings and pictures to FaceBook to share knowledge of our partnership with others.

3.6 Service learning

SCHOOL	DESCRIPTION
Seward High School	55% of our upperclassmen doing some sort of Work Study in the community.
Skyview Middle School	Site council goal=We will work alongside the Skyview Middle School staff to provide service-learning opportunities for our students so that they can have a positive impact in our community

ABOUT HANOVER RESEARCH

Hanover Research provides high-quality, custom research and analytics through a cost-effective model that helps clients make informed decisions, identify and seize opportunities, and heighten their effectiveness

OUR SOLUTIONS

ACADEMIC SOLUTIONS

- **College & Career Readiness:**
Support on-time student graduation and prepare all students for post-secondary education and careers.
- **Program Evaluation:**
Measure program impact to support informed, evidence-based investments in resources that maximize student outcomes and manage costs.
- **Safe & Supportive Environments:**
Create an environment that supports the academic, cultural, and social-emotional needs of students, parents, and staff through a comprehensive annual assessment of climate and culture.

ADMINISTRATIVE SOLUTIONS

- **Family and Community Engagement:**
Expand and strengthen family and community relationships and identify community partnerships that support student success.
- **Talent Recruitment, Retention & Development:**
Attract and retain the best staff through an enhanced understanding of the teacher experience and staff professional development needs.
- **Operations Improvement:**
Proactively address changes in demographics, enrollment levels, and community expectations in your budgeting decisions.

LEADERSHIP SOLUTION

Build a high-performing administration that is the first choice for students, parents, and staff.

OUR BENEFITS



EXPERT

200+ analysts with multiple methodology research expertise



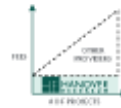
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