

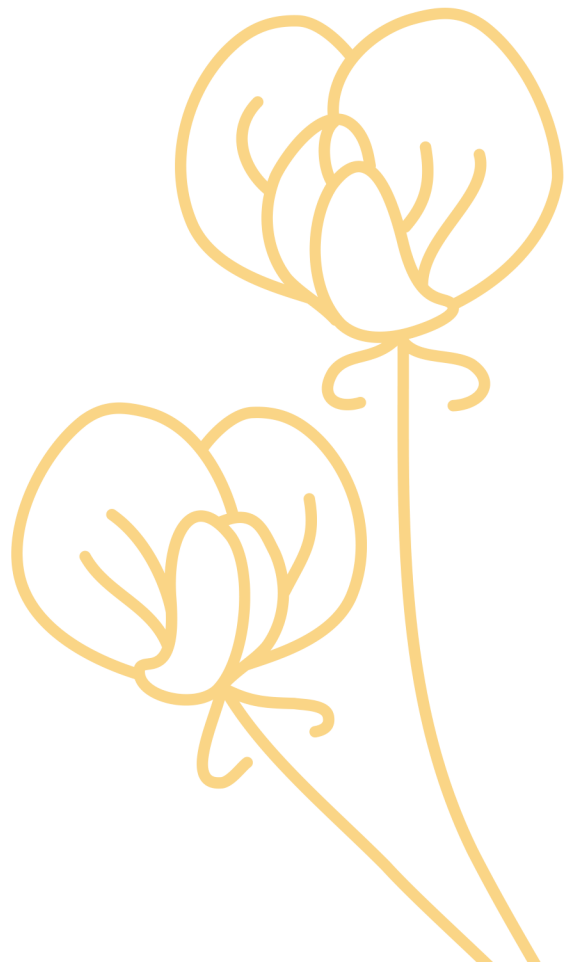


# Application Overview and Discussion

Presentation to the School Board

November 7, 2022

Kenai Peninsula Borough School District Local School Board



## HFS Charter Council (APC)

Hanna Young (Chair)\*

Kay Sturm (Vice-Chair)\*

Savanna Paladino (Secretary)\*

Jeanne Anderson (Treasurer)

Angela Head

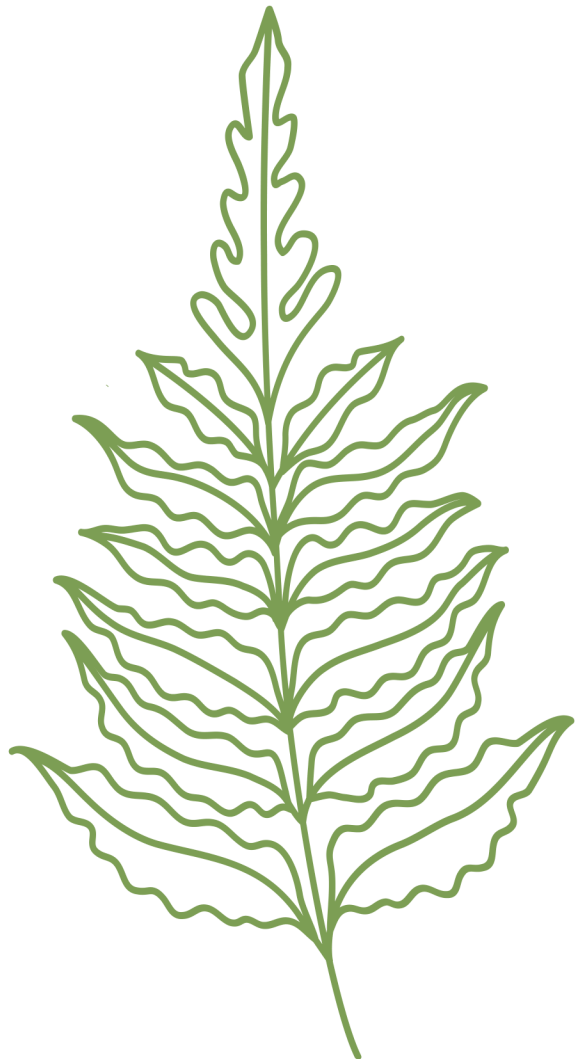
Dave Kaufmann

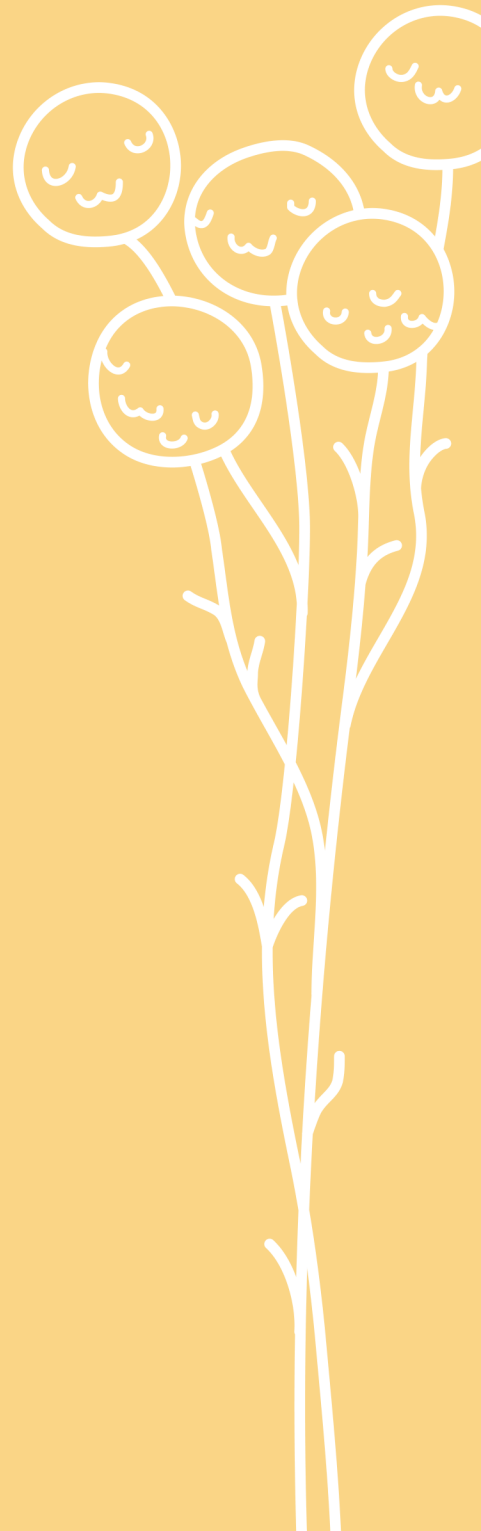
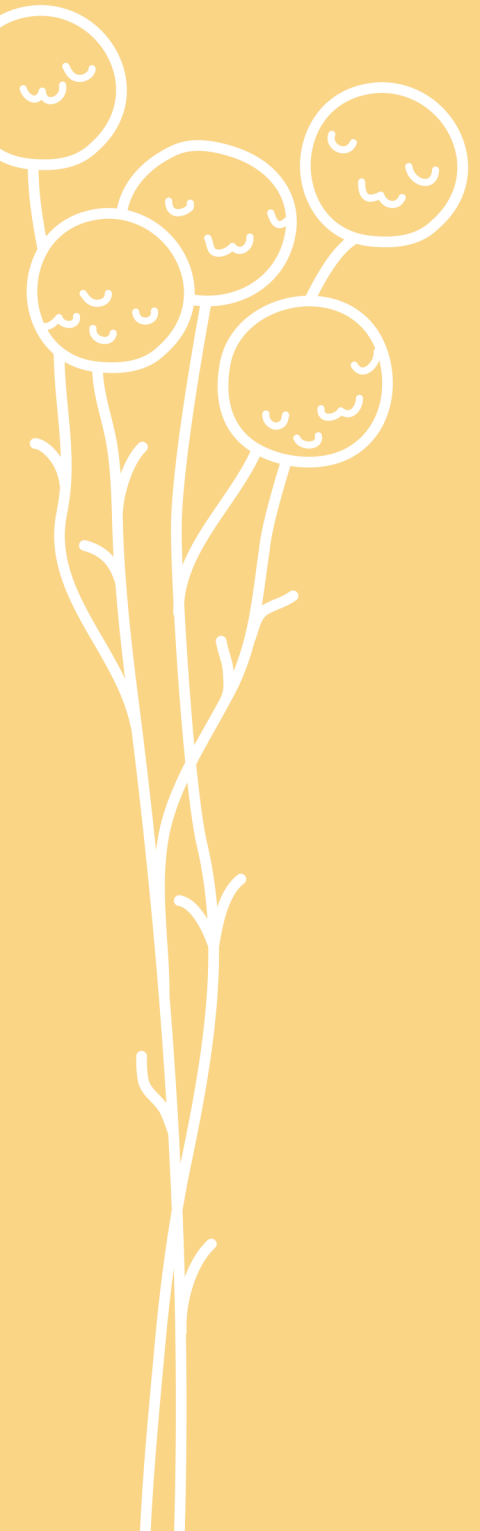
Travis Brown



# Application

- *Section 1: Establishment of the Charter*
- *Section 2: Organization and Administration*
- *Section 3: Educational Program & Student Achievement*
- *Section 4: Professional Development*
- *Section 5: Facility*
- *Section 6: Admission*
- *Section 7: Fiscal*
- *Section 8: Transportation*





*Our Story*

# Vision

A school where an outdoor environment is a classroom for all students and learning ignites a sense of wonder, stewardship, and curiosity.



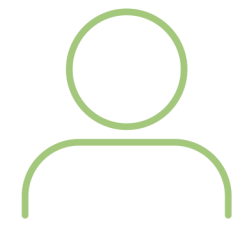
# Mission

HFS is an environment in which the majority of learning happens away from screens and in the outdoors and engages students in meaningful experiences, rigorous academics, and authentic projects grounded in their community. Positive collaboration takes place on the part of students, families, staff, educators, and the broader community to nurture an environment of lifelong learning.

# Fall 2023/2024



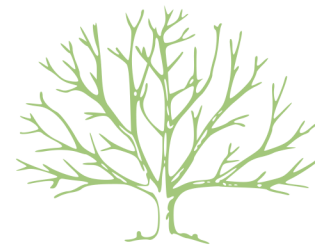
*Enrollment Model Proposal*



Staffing Plan



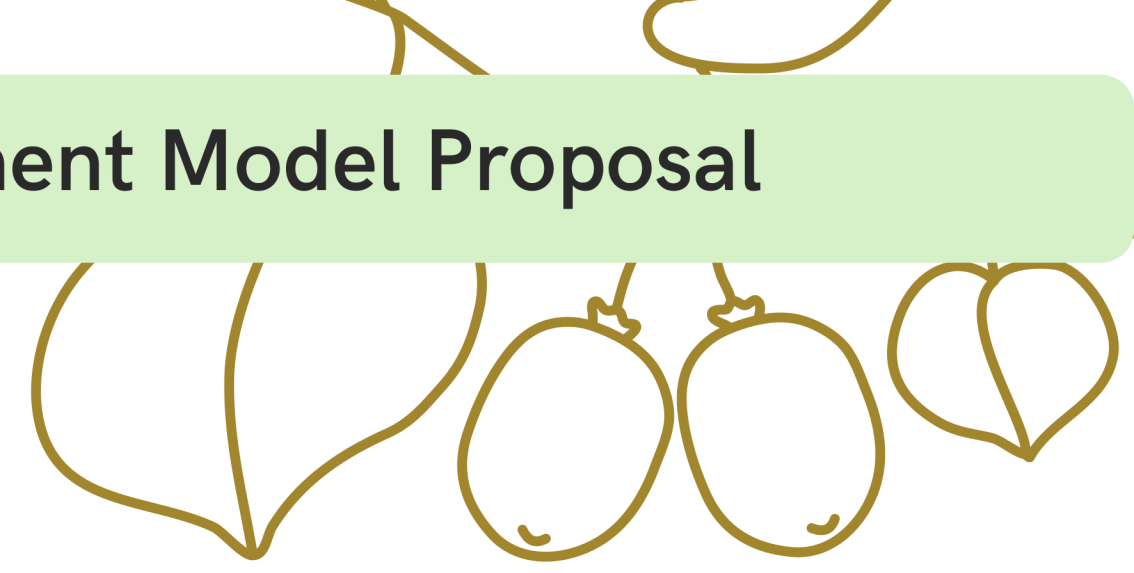
Budget Highlights



Location

# Y1 Model – 76

## Enrollment Model Proposal



Grade/Age-Pod	Enrollment Cap
K	14
1-2	24 (12 each)
3-4	24 (12 each)
Blended Learning K-8	14
<b>TOTAL</b>	<b>76 Students</b>

*In Year 2, this model grows to the full school total of 115 students in K-8.*

# Fall 2023/2024



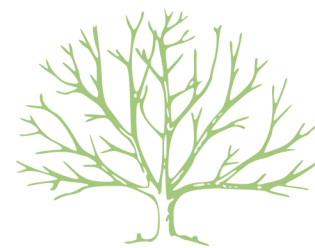
**Enrollment Model Proposal**



*Staffing Plan*

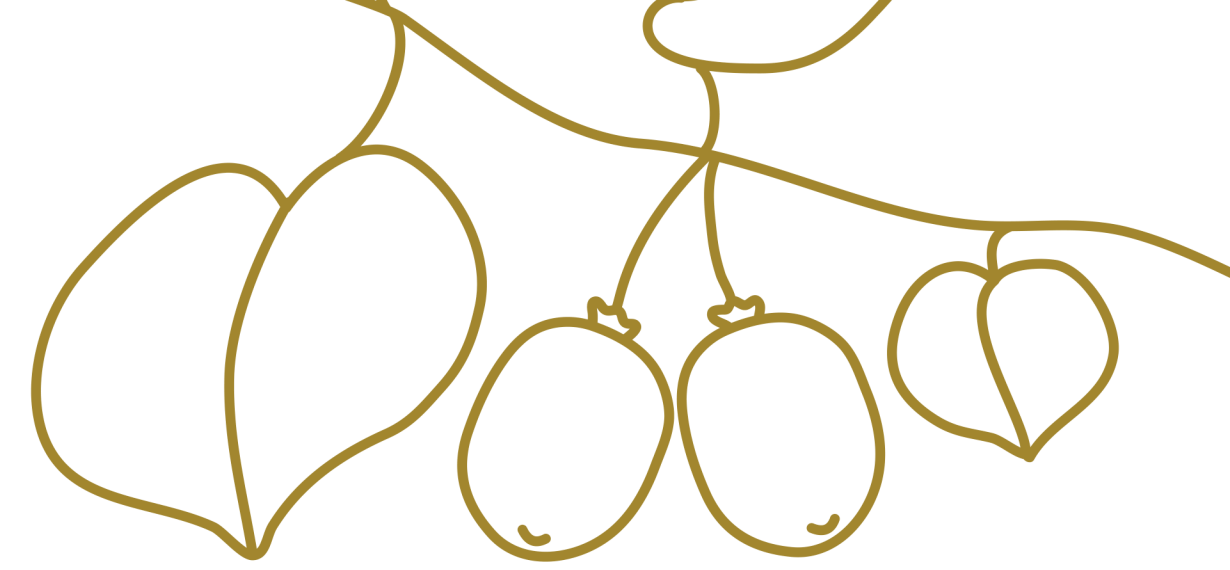


**Budget Highlights**



**Location**

# Staffing Plan



Grade/Age-Pod	Teacher:Student Ratio	Staffing Projections
K	14	1 ELEM
1-2	24	1 ELEM
3-4	24	1 ELEM
Blended Learning K-8	Partial Day 14	1 PRINCIPAL (.5 Principal/ .5 Teacher Blended learning)
	Inclusive Support in K-4	1 SPED
	Inclusive Support in K-4	1 AIDE

# Fall 2023/2024



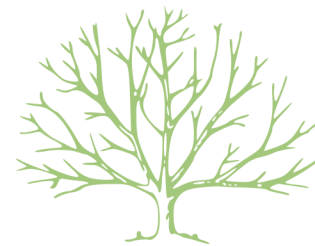
**Enrollment Model Proposal**



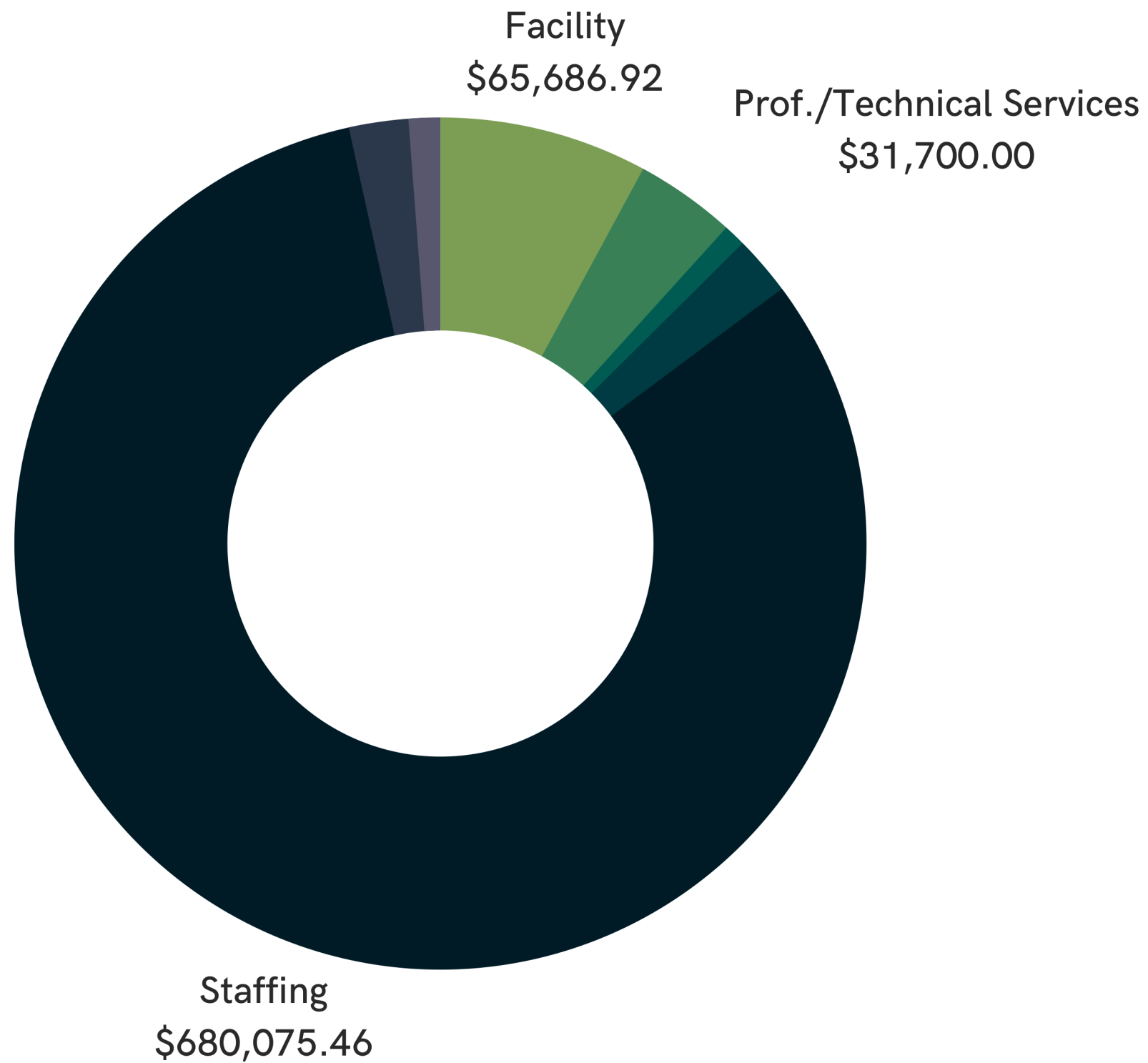
**Staffing Plan**



*Budget Highlights*



**Location**



# Budget Highlights

Projected BSA:  
\$923,342.48

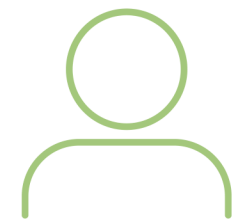
Current Surplus:  
\$106,130.10

Not accounted:  
Energy Costs, Maintenance

# Fall 2023/2024



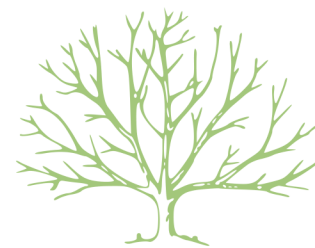
Enrollment Model Proposal



Staffing Plan



Budget Highlights



*Location*

# Facility Overview

Center for Alaskan Coastal  
Studies (CACCS)  
Wynn/Visitor's Center  
Skyline Drive











# Breakdown of Learning Blocks

ADVISORY	IL BLOCK	OWL
indoors/outdoors	indoors	outdoors/partial
SEL and Academic Support	Skills-Focused Teaching	Exploratory and Inquiry-Based Learning
Check in, intervention, RTI, student reflection	Foundational Reading Skills <i>-EL Education</i>	Project-Based Learning Modules- all subjects
	Foundational Math Skills <i>-Wild Math / Open Ed</i>	Learning Labs -all subjects
	Performance Tasks for OWL <i>(i.e. writing and research)</i>	Community Partnerships
10%	40% Mondays - 170 Minutes    T-F - 110 Minutes	50% Mondays - 110 Minutes    T-F - 170 Minutes

# Literacy at HFS and the Science of Reading

Project-Based Modules + Learning Labs  
OWL Block + IL Time

## SCARBOROUGH'S READING ROPE (2001)

### LANGUAGE COMPREHENSION

**BACKGROUND KNOWLEDGE**  
(facts, concepts, etc.)

**VOCABULARY**  
(breadth, precision, links, etc.)

**LANGUAGE STRUCTURE**  
(syntax, semantics, etc.)

**VERBAL REASONING**  
(inference, metaphor, etc.)

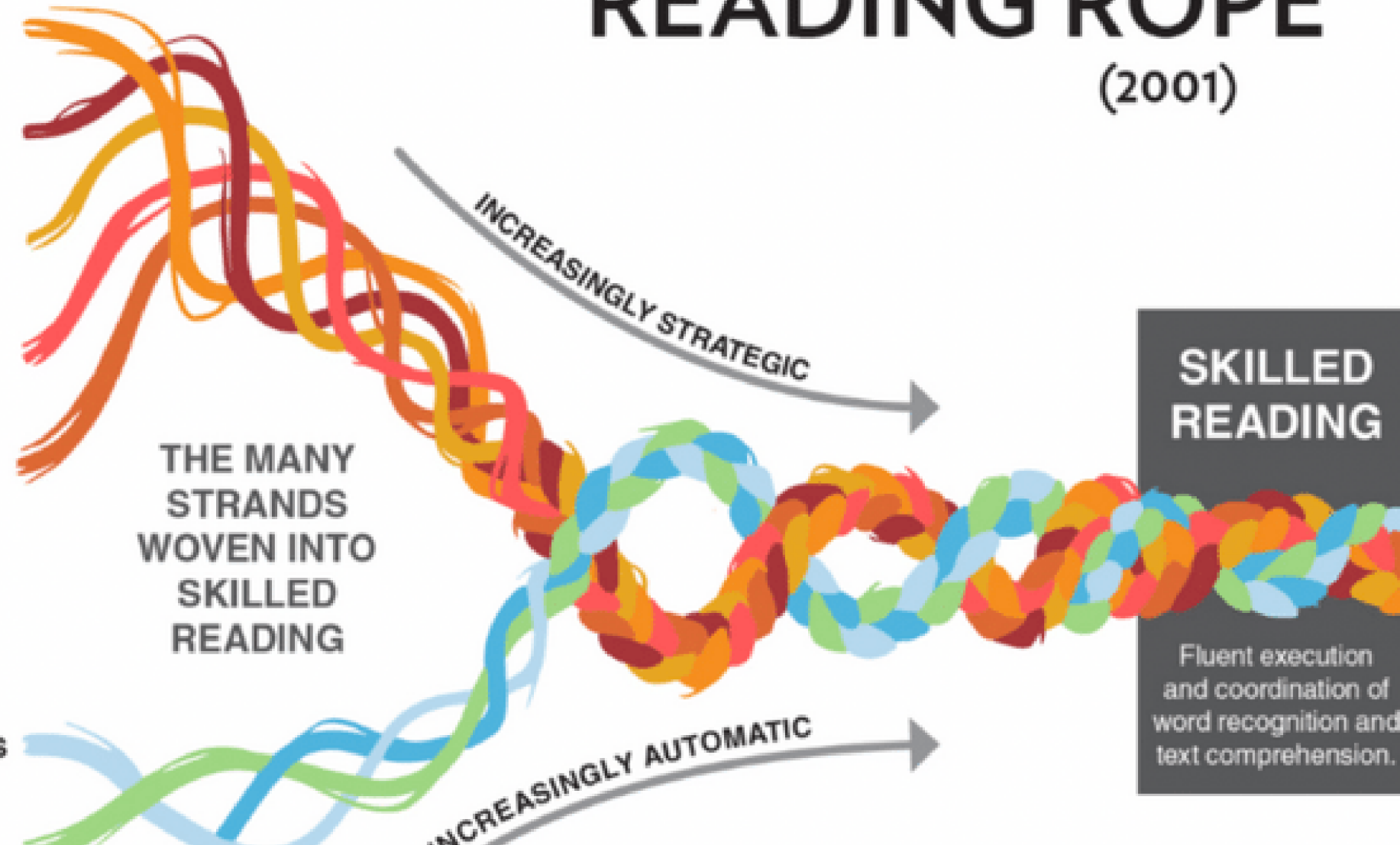
**LITERACY KNOWLEDGE**  
(print concepts, genres, etc.)

### WORD RECOGNITION

**PHONOLOGICAL AWARENESS**  
(syllables, phonemes, etc.)

**DECODING**  
(alphabetic principle,  
spelling-sound correspondences)

**SIGHT RECOGNITION**  
(of familiar words)



Reading Foundational Skills K-2  
Literacy Skill Building 3-6  
in IL Time



# EL EDUCATION LANGUAGE ARTS CURRICULUM

## K-2 Language Arts Curriculum

Content-Based Literacy

Reading Foundations Skills Block  
K-2 Skills Block

Module Lessons + Labs

## 3-5 Language Arts Curriculum and Life Science Modules

Content-Based Literacy

Life Science Modules

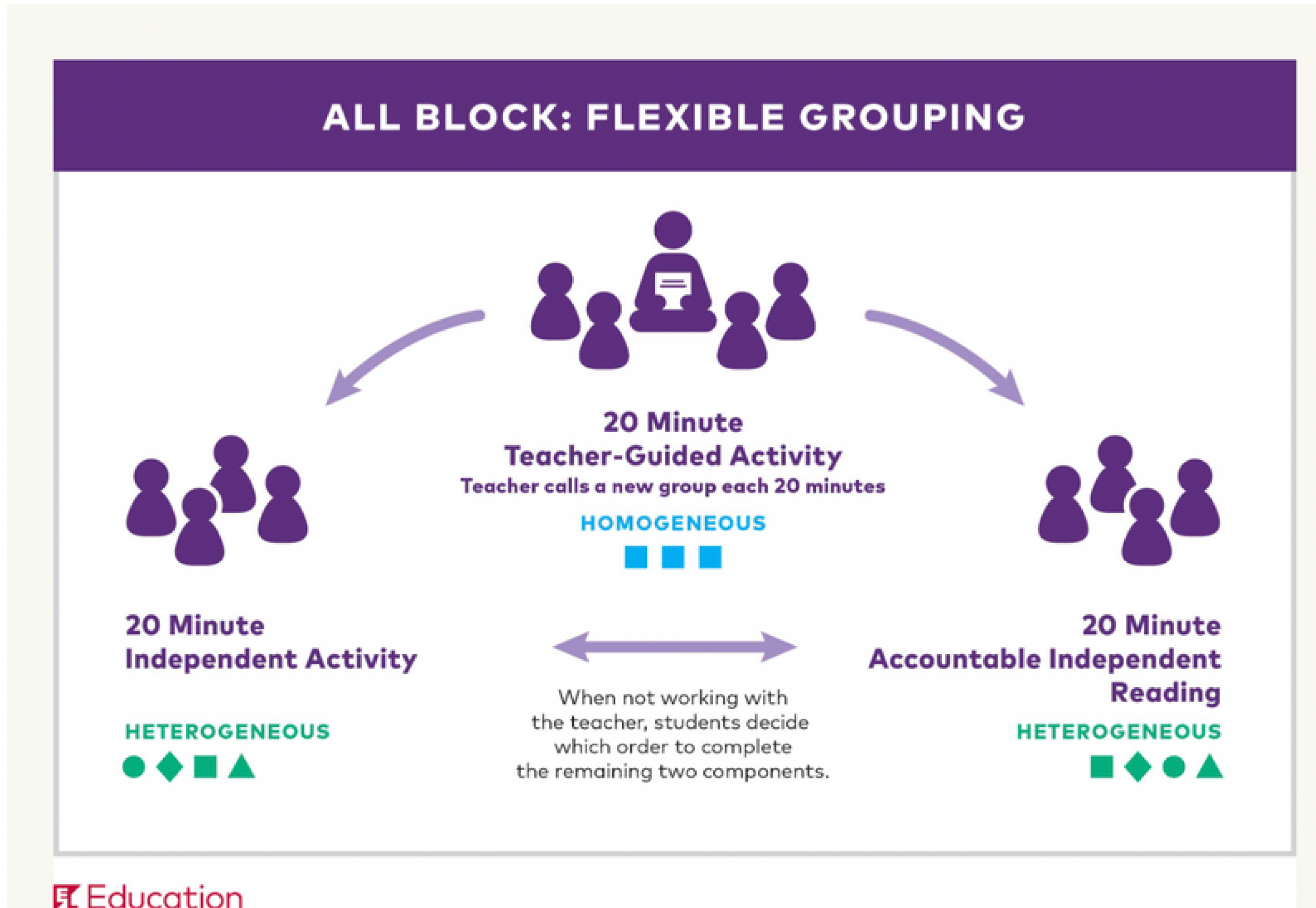
Module Lessons + Additional Language and Literacy Block  
ALL Block

## 6-8 Language Arts Curriculum

Content-Based Literacy

Module Lessons

# Example 3rd grade: Individualized Learning Block Time



# PBL Modules

## PROJECT-BASED LEARNING AT HFS

Over the course of a school year, student learning is scaffolded to support deep understanding of content and skills.



### CONNECTION TO PLACE

Practice asking questions, making observations, and forging connections to prior knowledge.

*Beginning of the Year >>*



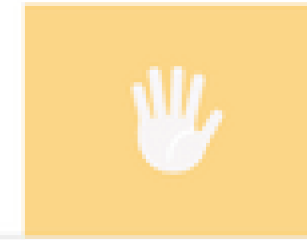
### EXPLORATIONS

Shorter "activities" and "lessons" that focus on skill building and content exposure, and allow for teachers and students to practice routines and structures for an outdoor learning environment



### INVESTIGATIONS

Longer projects that are connected to key learning goals (standards), can tie in multiple disciplines, skills and artifacts, and has an authentic context.



### SERVICE + SHARING

Takes learning outside of a school context, connect with experts, community members and peers, and may include a community service-oriented product.

*<<End of the Year*

Kindergarten	1-2	3-4	5-6	7-8
Benchmark Literacy and Math	Benchmark Literacy and Math	Benchmark Literacy and Math	Benchmark Literacy and Math	Benchmark Literacy and Math
Formative Assessment/ Feedback	Formative Assessment/ Feedback	Formative Assessment/ Feedback	Formative Assessment/ Feedback	Formative Assessment/ Feedback
	Summative Assessments <i>*Learning Portfolio</i>	Summative Assessments <i>*Learning Portfolio</i>	Summative Assessments <i>*Learning Portfolio</i>	Summative Assessments <i>*Learning Portfolio</i>
	SSG Skills Cycles	SSG Skills Cycles	SSG Skills Cycles	SSG Skills Cycles
	End of Quarter Family-Teacher Conferences	Student-Led/Family Conferences	Student-Led/Family Conferences	Student-Led/Family Conferences
	Quarterly Narratives Comments	Quarterly Narratives Comments	Quarterly Narratives Comments	Quarterly Narratives Comments
Student Showcase Opportunities	Student Showcase Opportunities	Community Day Exhibition (EOY)	Project Exhibit (EOS) Community Day (EOY)	Project Exhibit (EOS) Community Day (EOY)
				-8th-grade Portfolio Defense
1st Grade Readiness Assessment / ADP		AK STAR in ELA/Math	Grade 5: Alaska Science Assessment AK STAR in ELA/Math	Grade 8: Alaska Science Assessment AK STAR in ELA/Math

# Professional Development

1

**Individual Level  
Support**

2

**Collaborative  
Weekly  
Learning**

3

**Sustained +  
Relevant PD**

# Professional Development

1

## Individual Level Support

Fostering an environment of "coaching" where individual teachers and staff are supported in their growth and practice.

Focus on:

- Peer-to-peer support
- Regular opportunities for reflection, feedback, and action
- Opportunities to engage in PD of personal interest

Different from:

- A formal principal evaluation

# Professional Development

2

## **Collaborative Weekly Learning**

Each week begins with a 55-minute session dedicated to ongoing professional development.

Focus on:

- Sustained, positive, growth-oriented workplace culture
- Executing a culture of collaborative learning
- Providing time to align with the goals of the charter

Different from:

- A staff meeting where information is relayed

# Professional Development

3

## **Sustained + Relevant PD**

Special focus professional development ensures that teachers are receiving timely, relevant support to create and implement learning experiences for their students aligned with the goals of the charter.

Focus on:

- PBL Project Design and Implementation
- Teaching Literacy (Science of Reading)
- Building Systemic SEL into teaching practices
- Outdoor-centric education
- Outdoor Preparation
- National or regional conference or learning opportunities

## Blended Learning Program

- Enrolled as HFS Students
- Up to 14 in Year 1
- 0.5 Teacher Liason
- No Allotment
- Curriculum, materials, and resources supplied
- 4-5 hours of offered onsite programming





# Proof of Concept

- *Theory of Learning*
- *Forest Schools Origin*
- *Forest Schools as nature-based or outdoor centric*
- *Place-Based Education*
- *Project-Based Learning (PBL) Pedagogy*
- *ESSA Approved Evidence*
- *Blended Learning Model*

# Philosophy of Learning at HFS

1

Diverse Learning  
Environments -  
*Time Spent  
Outdoors*

2

Research-Based /  
Mindful Use of  
Tech

3

Access/Inclusivity  
to an Outdoor  
Learning  
Environment

4

High Quality PBL

5

Integrated SEL

6

Reciprocal  
Community  
Connections

7

Supportive Work  
Environment

8

Core Disciplines  
that Guide AK  
State Standards

# A student that attends Homer Forest School:

- *Believes in themselves and their ability to learn and grow as citizens of the world*
- *Perseveres through challenges*
- *Assesses and takes appropriate risks*
- *Shows compassion and understanding for others*
- *Practices compassionate leadership*
- *Has skills to resolve conflict*
- *Asks questions and seeks answers to those questions*
- *Analyzes and solves problems utilizing various resources*
- *Finds joy in learning new information and expressing their interests*
- *Reads, writes and communicates effectively*
- *Uses numbers and math as a means of comprehending their world*
- *Has a deep respect for the scientific process*
- *Uses and appreciates storytelling as a vessel for culture*
- *Practices the kind of playful creativity which brings joy and solves problems*
- *Is adaptable, flexible and resilient*
- *Has the skills to spend their days in diverse environments*
- *Is tuned in to their natural surroundings through various skills such as listening, observing, critically thinking, problem solving*
- *Articulates a deep appreciation of their role within the ecosystem*





Thank You!