

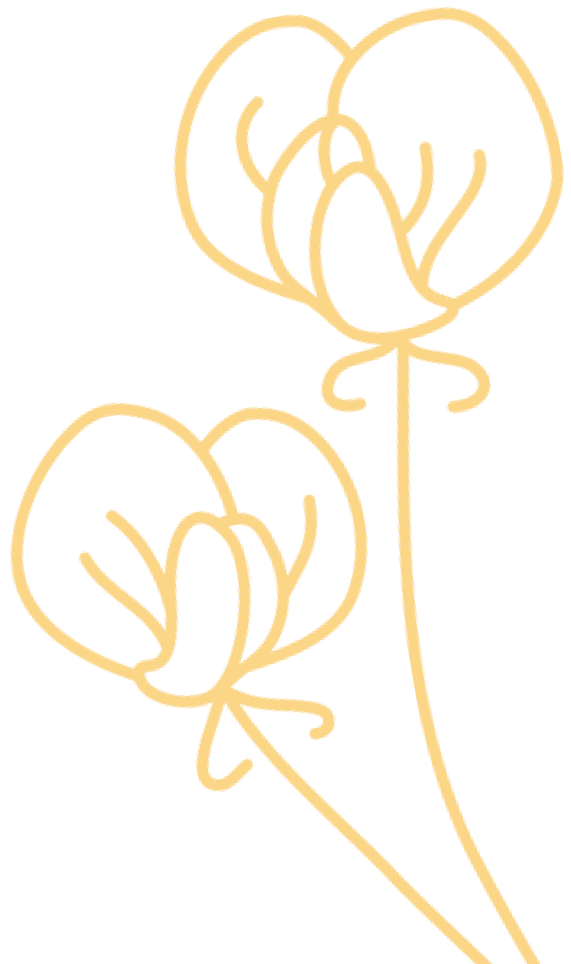


## Application Overview and Discussion

Presentation to the Charter School Oversight Committee

November 21, 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

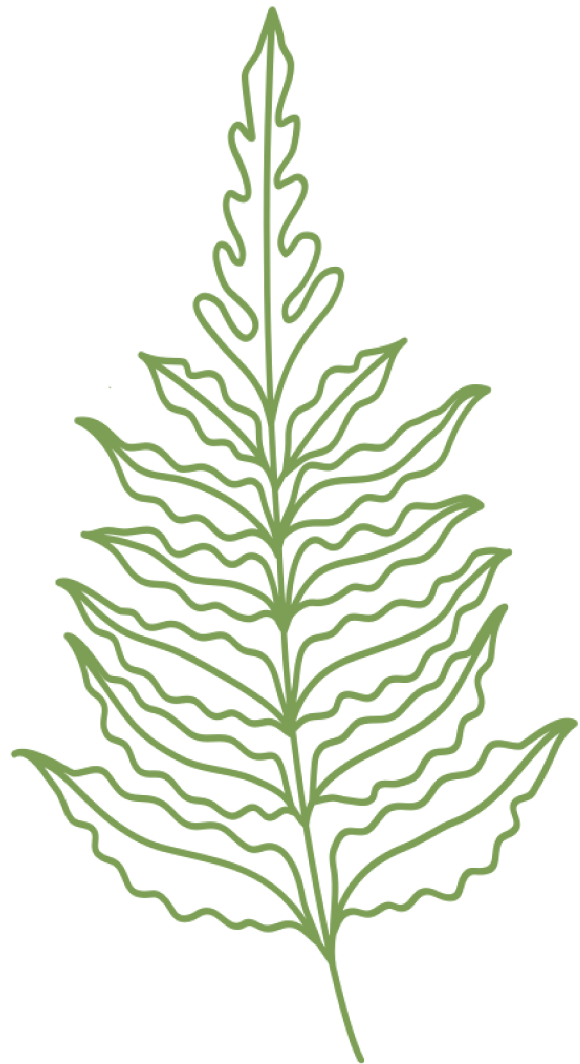
Dave Kaufmann

Travis Brown

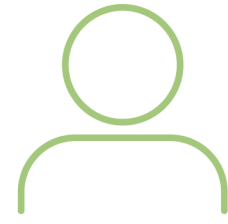


# Application

- *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*



# Changes Based on Feedback



*Enrollment Update + Year 1 Model*



Curriculum Update



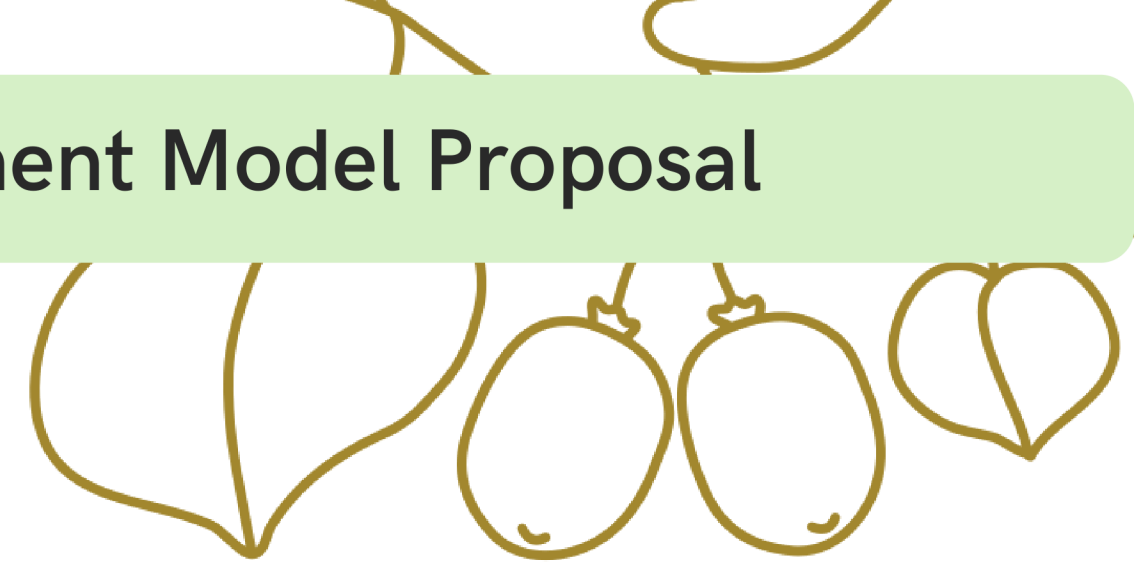
Facilities Update



Budget Update

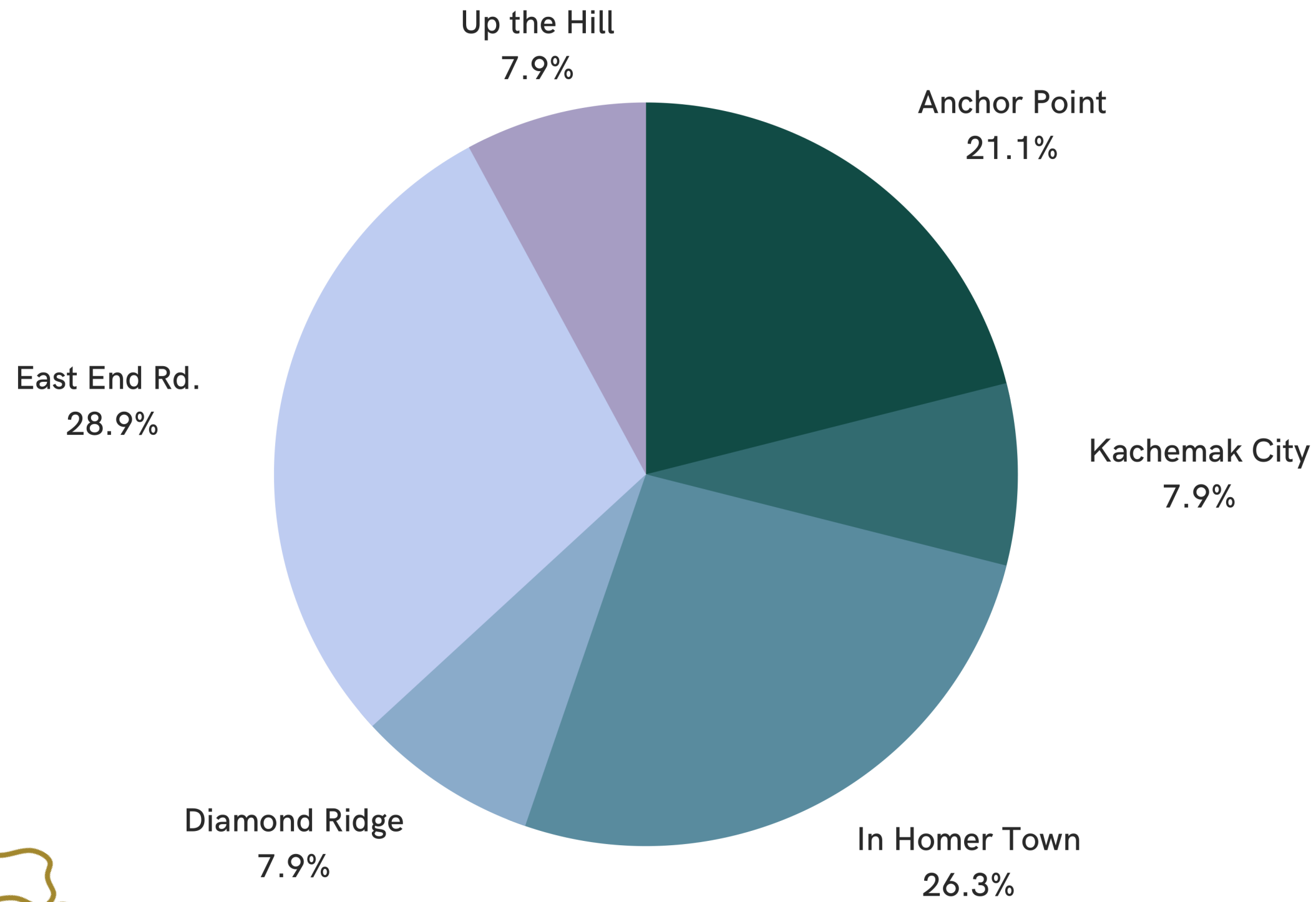
# Y1 Model – 76

## 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.*

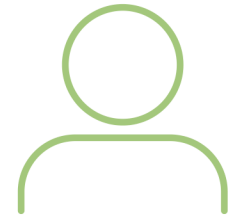


# Interest Landscape

Areas in the community that interested families reside in

Number of Students on Interest List	Entering Grade in Fall 2023	Entering Age-Pod in Fall 2023	Enrollment Cap	Blended Learning Interest (CAP:14)
37	Kindergarten	K	14	17
10	1st	1-2	24	5
12	2nd	1-2		9
10	3rd	3-4	24	3
6	4th	3-4		1
1	5th	Blended Only in Year 1 K-8 CAP: 14		1
11	6th			4
7	7th			3
2	8th			2
<b>Total: 96</b>	-		<b>76</b>	<b>45</b>

# Changes Based on Feedback



**Enrollment Update + Year 1 Model**



*Curriculum Update*



**Facilities Update**

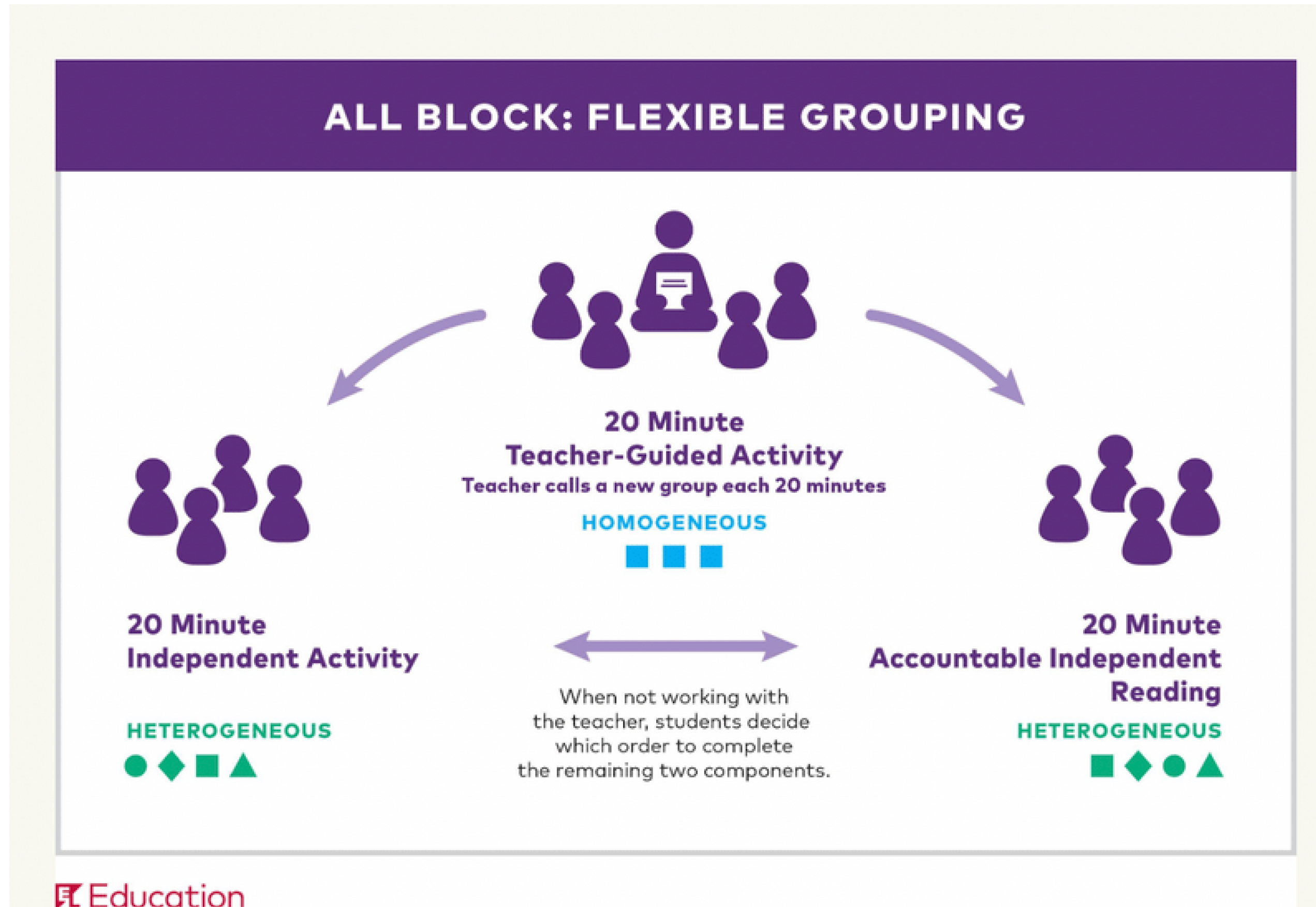


**Budget Update**

# Breakdown of Learning Blocks

ADVISORY	FLEXIBLE LEARNING 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

# Example 3rd grade: Individualized Learning Block Time



# Literacy at HFS and the Science of Reading

Project-Based Modules + Learning Labs  
OWL Block + FL 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.)

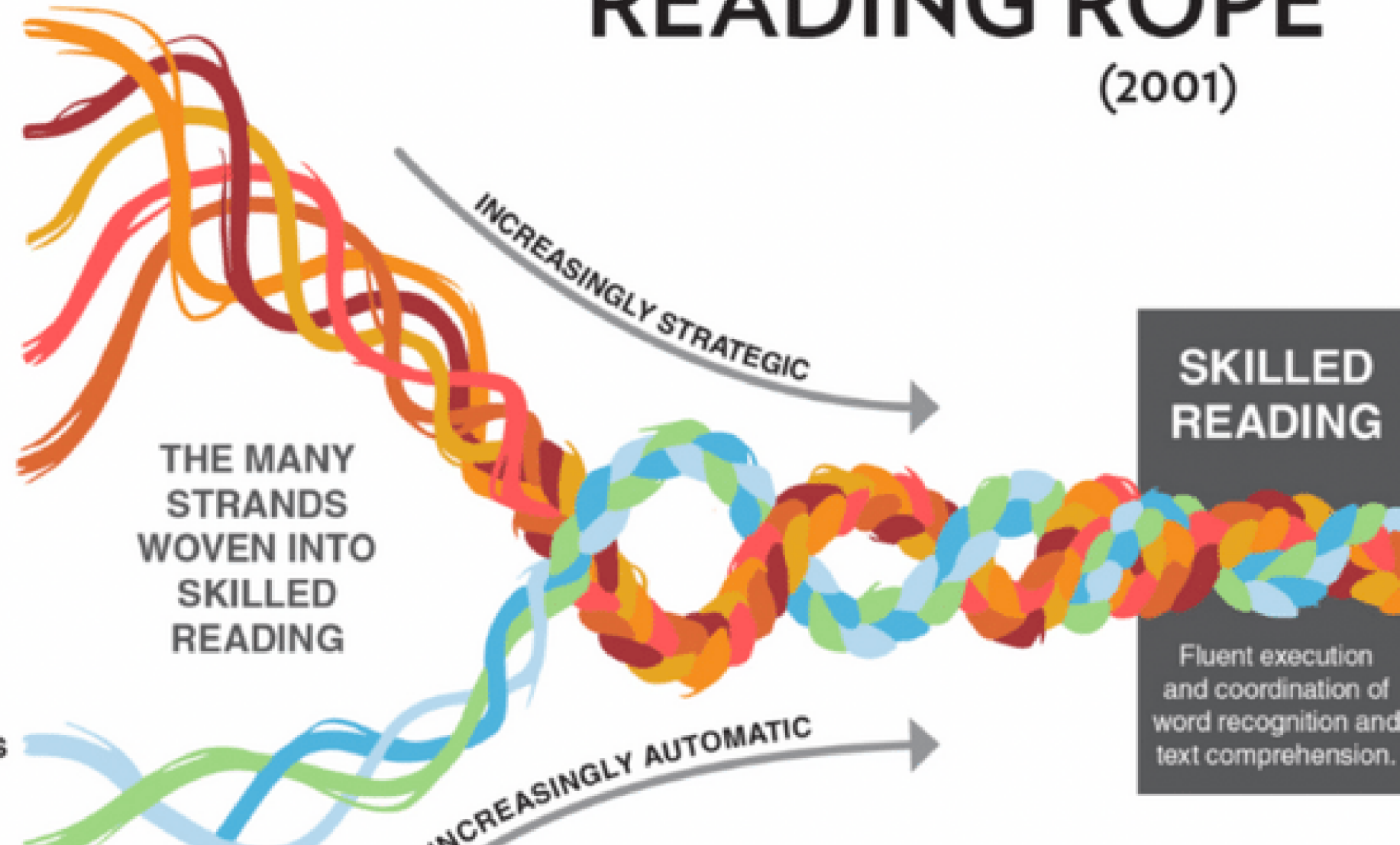
**LITERACY KNOWLEDGE**  
(print concepts, genres, etc.)

### 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 FL 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

# Mathematics



## Wild Math

K-5



## Emergent Math

Problem-Based Sets

3-6



## Open-Up Math

6-8

# 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 >>*



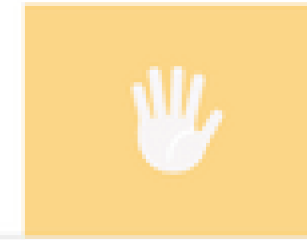
### EXPLORATIONS

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



## **Alaska State Standards**

- ELA
- Reading Foundations
- Math
- Science
- Arts
- SS/Content Areas



## **Scope and Sequence**

- Wild Math
- Emergent Math
- Open Up Resources
- EL Education



## **Graduate Profile**

Homer Forest School's  
Graduate Attributes

# Updated Written Instructional Objectives

# Changes Based on Feedback



Enrollment Update + Year 1 Model



Curriculum Update



*Facilities Update*



Budget Update

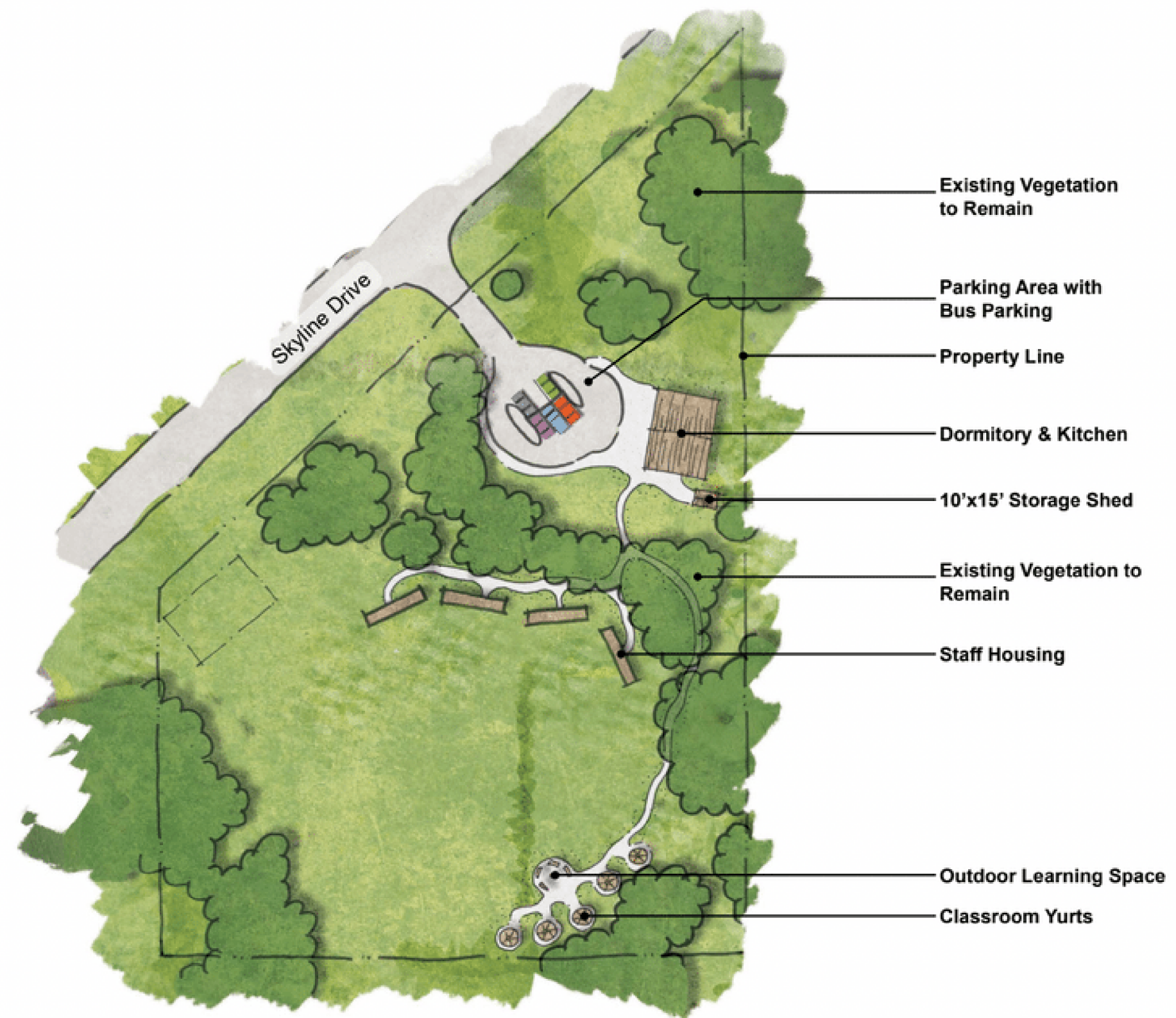
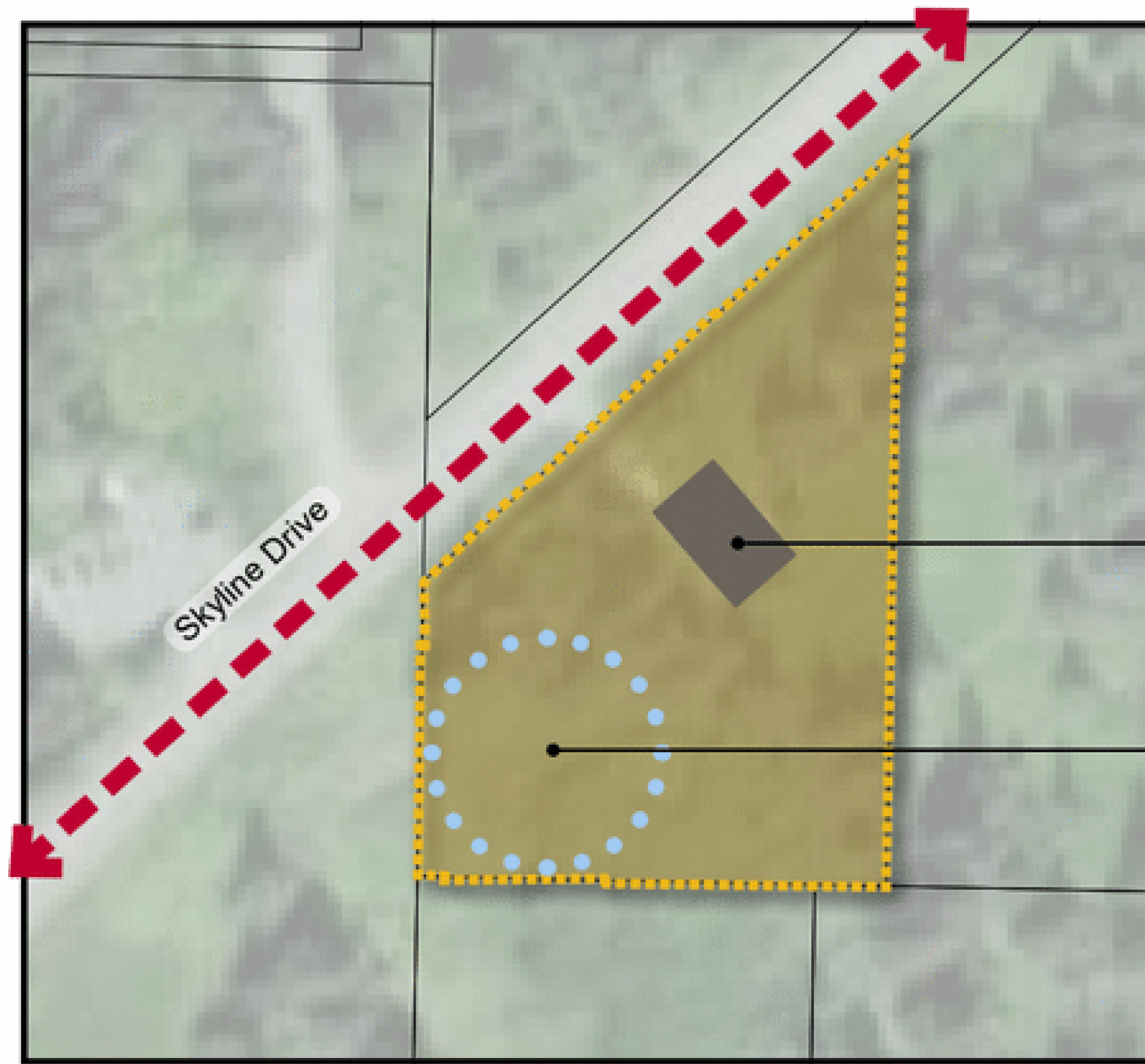
# Facility Update

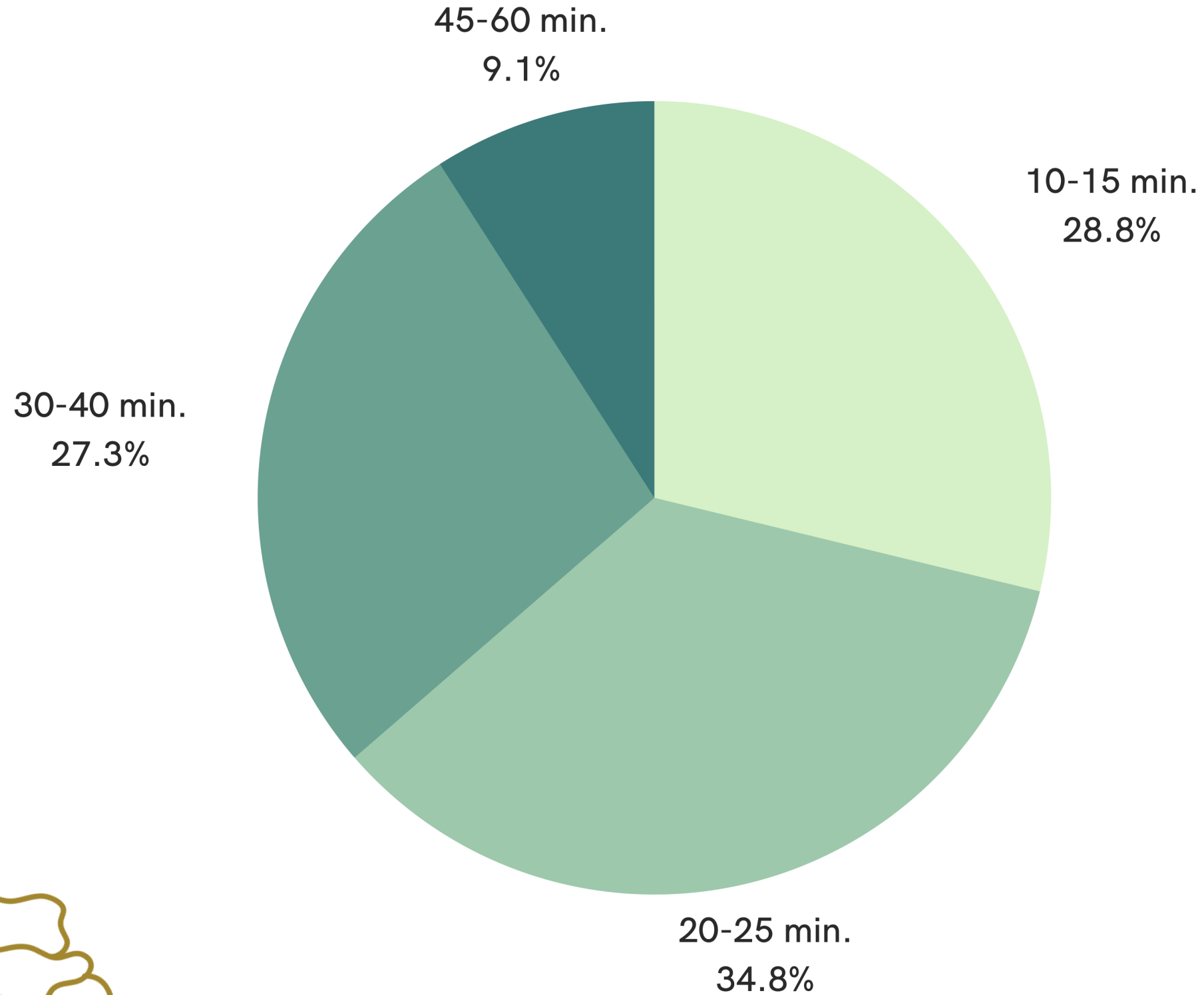
Community Partnership:  
The Center for Alaskan Coastal Studies  
(CACCS)

Location: Campus Build at "A-frame"  
property adjoining The Carl E. Wynn  
Nature Center on Skyline Drive

Year 1 Proposal - 2024







# Commuting Survey

*How long are you willing to travel to school?*

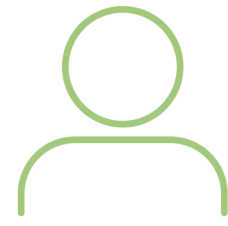
*"Open", "Whatever it takes"*

Bottom of East Hill to Skyline: 10 minutes

Bottom of West Hill to Skyline: 12 minutes

Bottom of Diamond Ridge to Skyline: 15 min.

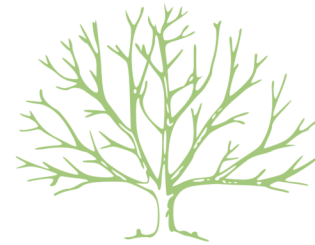
# Changes Based on Feedback



Enrollment Update + Year 1 Model



Curriculum Update

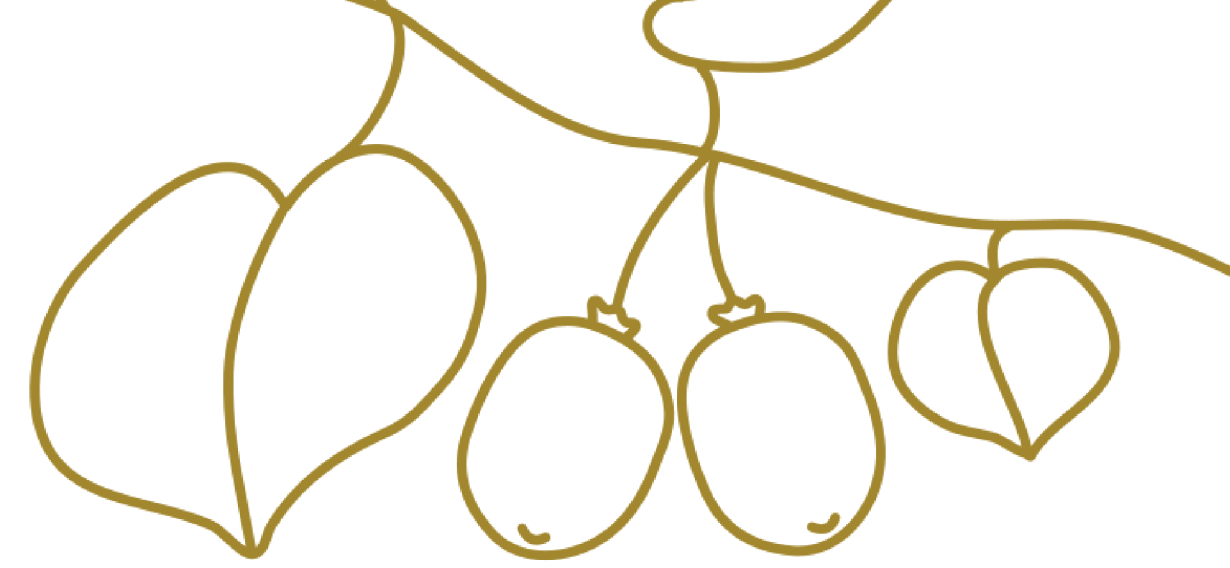


Facilities Update

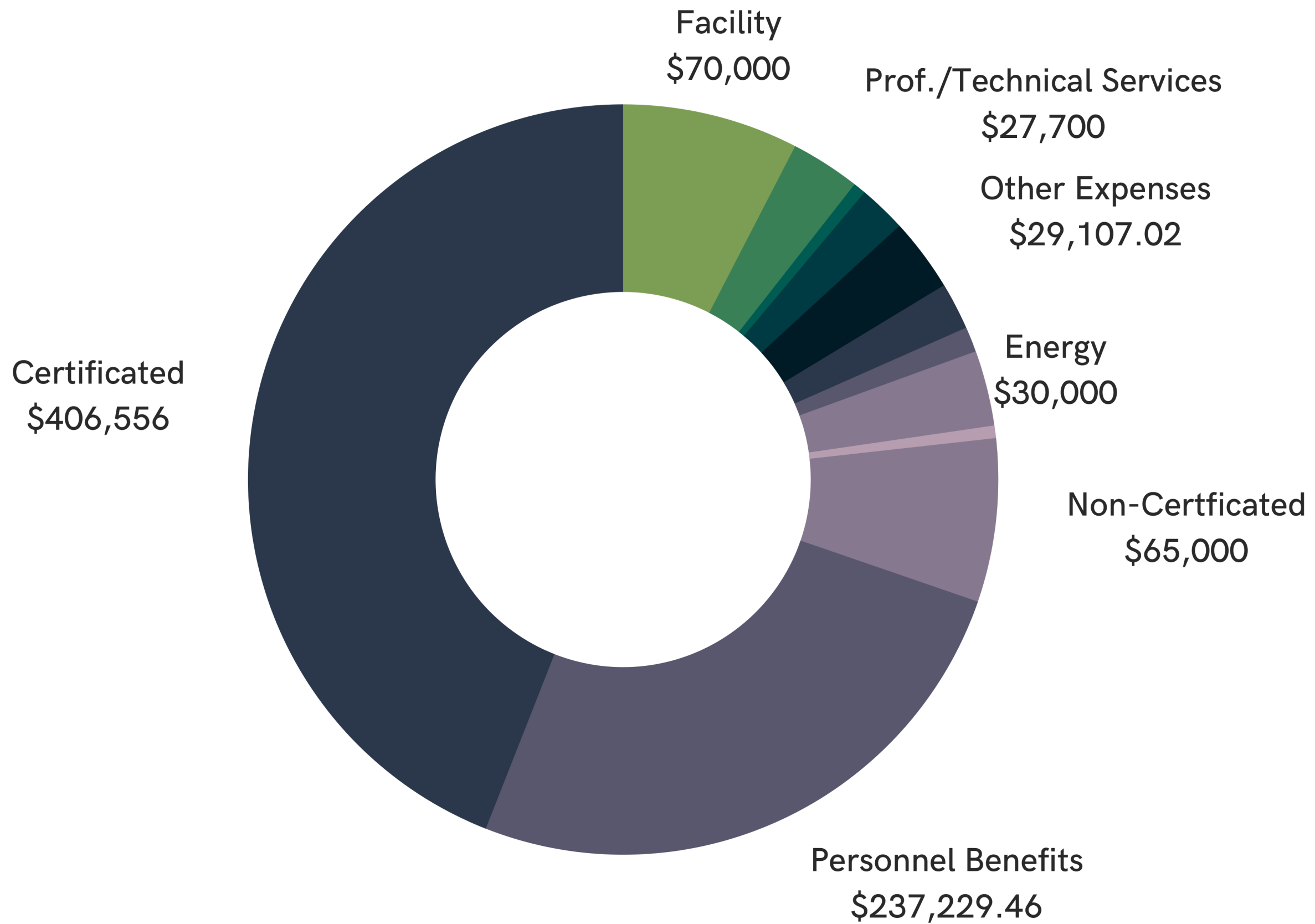


*Budget Update*

# 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
		0.5 OFFICE MANAGER



# Budget Yr 1 Model

Projected BSA:  
\$923,342.48

# 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!