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## FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

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### MEMORANDUM

To: School Board Members

From: Dr. Karen Gaborik, Superintendent 

Date: May 2, 2017

Re: Elementary School K-8 Planning Report

As directed by board action on October 18, 2016, elementary school principals across the district have completed their community engagement and K-8 planning processes. Attached is a school summary chart, as well as program plans from each principal that provide additional detail regarding each school committee's process.

#### Category Overview:

1. Proceed with K-8 planning. Implementation 2018-2019.  
Arctic Light, Hunter, Joy, Ladd, Nordale
2. Plan for full-day kindergarten and/or expanded options.  
Anderson, Badger, Crawford, North Pole, Pearl Creek, Salcha, Ticasuk Brown
3. Implement an alternate schoolwide innovation  
Anne Wien, Denali, University Park, Weller, Woodriver

#### Administration's Recommendations

Administration recommends the following:

1. Schools in category 1 proceed with planning and preparation for K-8 implementation in the 2018 -2019 school year.
2. Schools in category 2 plan for full-day kindergarten as funding becomes available. Those schools considering new or expanded curricular focus areas in addition to full-day kindergarten continue to work toward those options.
3. Schools in category 3 proceed with alternate instructional model changes.

K-8 Model  
School  
Summary

Phase	School	School Capacity and Model Information	Potential Rollout
Implementation	Arctic Light	Arctic Light has capacity. The model is centered on STEAM with thematic explorations for each grade level campus: Primary, Intermediate, Middle.	Fall 2018 - 7th - 1 classroom Fall 2019 - 8th - 1 classroom
	Hunter	K-8 has capacity. The model will provide community service projects for students as well as classes for parents and students. Additional physical activity and art enrichment will be provided to students.	Fall 2018 - 7th - 1 classroom Fall 2019 - 8th - 1 classroom
	Joy	Joy has capacity. The model invokes cross-age learning in a STEAM focused school.	Fall 2018 - 7th 1 - classroom Fall 2019 - 8th 1 - classroom
	Ladd	Ladd has capacity. The model proposes departmentalizing core content in order to provide a teaming framework for 6th, 7th and 8th grade students. Focus on social-emotional needs of students through additional opportunities for leadership, mentoring, & citizenship. Emphasis on personalized learning in the classroom and through elective choice.	Fall 2018 - 7th - 1 classroom Fall 2019 - 8th - 1 classroom
	Nordale	Nordale has capacity. The model proposes departmentalizing core content in order to meet differentiated needs of 6th, 7th and 8th grade students. Partnerships with a local businesses and a retirement community will be utilized to impart student connectedness and entrepreneurial mindfulness.	Fall 2018 - 7th - 1 classroom Fall 2019 - 8th - 1 classroom
Future Expanded Options	Anderson	Anderson is a K-2 school. Once the impact of the F-35s and full day Kindergarten are known, the three Eielson schools are interested in further conversation about expanding choices in the Eielson community. The community meeting at Eielson identified an immediate need for after school care for children.	Recommended for a second phase of K-8 model planning. Fall 2017 - fee based after school care.
	Badger	No K-8 yet. Schools in NP are all at or near capacity and Full Day K needs to be put into place before future options are considered.	Recommended for a second phase of K-8 model planning. Fall 2017 - Full Day Kindergarten

	Crawford	Crawford is a 3-6 school. Once the impact of the F-35s and full day Kindergarten at Anderson are known, the three Eielson schools are interested in further conversation about expanding choices in the Eielson community. The community meeting at Eielson identified an immediate need for after school care for children.	Recommended for a second phase of K-8 model planning. Fall 2017 - fee based after school care.
	North Pole Elem	No K-8 yet. Schools in NP are all at or near capacity and Full Day K needs to be put into place before future options are considered.	Recommended for a second phase of K-8 model planning. Fall 2017 - Full Day Kindergarten
	Pearl Creek	Pearl Creek can convert into a limited program but would like to start full day Kindergarten first. The Pearl Creek model proposes a problem-based learning environment that integrates mentoring and community based services. Pearl Creek would provide community-based field studies, taking advantage of the surrounding environment and the proximity to UAF.	Recommended for a second phase of K-8 model planning. 2018-19 - Plan for Full Day Kindergarten 2019-20 - Plan for K-8 Fall 2020 - 7th Fall 2021 - 8th
	Salcha	Salcha currently does not have capacity but is interested in K-8. The Salcha model focuses on project and placed based learning and STREAM activities.	Recommended for a second phase of K-8 model planning. If additional classroom space, similar to the portable already on site could be placed at Salcha, a conversion can occur.
	Ticasuk	No K-8 yet. Schools in NP are all at or near capacity and Full Day K needs to be put into place before future options are considered.	Recommended for a second phase of K-8 model planning. Fall 2017 - Full Day Kindergarten
Undetermined	Anne Wein	Anne Wein does not have community interest in conversion to a K-8. Model plan describes STEM, art, cultural education, civic education, and physical activity.	
	Denali	Committee recommends against this and would like to add full day K and expand into a preschool - 6th grade program.	If converted: Fall 2018 - 7th Fall 2019 - 8th
	University Park	With only one classroom available, University Park would operate a mixed-grade classroom if converted. With limited capacity, it makes sense to add full day Kindergarten before conversion.	If converted: Fall 2018 - 6th/7th Grade combined class Fall 2019 7th/8th Grade combined class

Weller	Weller's model is a science based model and would focus on what the school has identified as its already existing strengths. Low response rate to community survey to get input indicates a lack of interest by community.	If converted: Fall 2018 - 7th Fall 2019 - 8th
Woodriver	Woodriver has one room available and would likely run as a mixed grade setting, something parents were not excited about. With limited capacity, it makes sense to add full day Kindergarten before conversion.	If converted: Fall 2018 - 7th Fall 2019 - 8th

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## FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

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### MEMORANDUM

DATE: May 1, 2017

TO: School Board Members

THRU: Dr Karen Gaborik, Superintendent

FROM: Sandra Kowalski, Assistant Superintendent 

RE: K-8 Report

On October 18, 2017, the School Board directed administration to support the development of what a K-8 model would be at schools with capacity of at least one classroom, with the proposed plans presented in May 2017.

School principals and district administration met on October 20, 2017, to determine capacity and begin the model development process. Once capacity was determined for each school, administration focused on providing principals K-8 information for staff and community and assisting principals in managing a change process so that schools could successfully build models. Principals then met with staff and community stakeholders to provide information on the K-8 planning process, and began to recruit committee members to participate in developing the plan.

Administration then focused on working with principals to develop facilitation tools for creating the model. Mary Carlson, Karen Melin, Brenna Carlson, and Helen Clark provided both facilitation and technical support throughout the process. Department personnel from Teaching and Learning, Transportation, Facilities, Nutrition Services, Human Resources, Special Education, and Federal Programs have all assisted in answering questions as principals have facilitated meetings in their own school communities. Barnette and Two Rivers, already having K-8 programs in place, did not create models, but provided perspective and helped to answer questions about operating a K-8 setting as questions arose.

Of the seventeen schools that underwent this process, North Pole and Eielson schools also did not create K-8 models, as their capacity is limited. Superintendent Dr. Gaborik and Assistant Superintendent met with the North Pole and the Eielson communities to

explain the K-8 process, discuss current and future capacity, and find out what their school community needs. Until the enrollment and attendance area impact of the incoming F-35s are known, it would be prudent to address other areas of need expressed at the community meetings. North Pole schools created models for full day Kindergarten implementation, and Eielson schools created models for after school programs. Both communities look forward to future conversations on how to expand choice to meet students needs.

K-8 model plans are organized into three sections. First, a brief description of the school's proposed model is presented, second the structural components of the model are described in order to provide information about capacity and resource impact, and finally, the instructional components of the model are presented to address course offerings, instructional models, and staff qualification. Following each site's model plan, a list of site meeting dates and K-8 planning committee members for that school are attached. Each school's plan follows the following structure:

<School Name> K-8 Model Plan
<b>School Site:</b>
<b>Brief Description about the school:</b> Describe purpose, theme or focus. In this area, you can describe how unique this may be, or how limited it may be.
<b>Structural</b>
<b>Grade Configuration:</b> Will there be multiage settings? Will there be a focus that is unique for primary, intermediate, etc?
<b>Space:</b> Describe how the facility be used, and where classrooms will be located.
<b>Resources Needed:</b> Will there be a need for furniture, supplies, equipment?
<b>Schedules/specials:</b> Include building wide schedules if your planning process has created them.
<b>Clarify what is lost and gained:</b>
<b>Timeline for full roll out to the highest grade that will be served:</b>
<b>Instructional</b>
<b>Course offerings and structures:</b> Describe courses and approaches that are unique to this K-8 model.
<b>Professional Development:</b> If needed, what professional development would support the model?
<b>Teacher Qualifications:</b> Describe qualifications of teachers that would be unique to the model.
<b>Staffing Considerations:</b> What are other staffing considerations, outside of teachers, would be unique to your model?
<b>Will there be an impact to assessment and/or grading?</b>
<b>Resources:</b> Describe instructional resources that are unique to the model. What are the must haves? Consider textbooks, labs, library, instructional supplies, equipment, etc.
<b>Other Staffing Needed/Considerations:</b> What are other staffing considerations that will be unique to your model?

# Anderson Elementary After-School Program Model Plan

**Brief Description about the school: Describe purpose, theme or focus. In this area, you can describe how unique this may be, or how limited it may be.**

Based on our EAFB community-wide parent meeting, the need was expressed, by some parents, for after school program options for students.

Anderson Elementary is currently one of only a few schools that does not offer an after school program option for students.

Our committee planning team is developing fee-based after school program options for our 1st and 2nd grade students.

## Structural

**Grade Configuration: Will there be multiage settings? Will there be a focus that is unique for primary, intermediate, etc?**

Our current planning proposal proposes first and second grade students be given the opportunity to choose from a variety of classes/activities based around the theme of kinesthetic learning with a 30 minute session of Daily 5 model reading strategies or homework completion. (Read to Self, Read to Partner)

**Space: Describe how the facility be used, and where classrooms will be located.**

Classrooms (gym/lunchroom) and space available depending upon the activity/class.

**Resources Needed: Will there be a need for furniture, supplies, equipment?**

- 1 full time after-school program coordinator
- SAS contracts for teaching staff
- Varied supplies, as needed, for activity/class
- Snacks

**Clarify what is lost and gained:**

**Lost:**

- Building access for teacher planning
- Custodial duties delay forcing a change of schedule

**Gained:**

- Parents have the opportunity to enroll their child in an additional kinesthetic learning options.
- Small fee (\$25 per enrolled student) for snacks and supplies
- Increased student achievement
- Increasing quality relationships with students
- Increasing parent involvement
- Building quality relationships with EAFB community and parents
- Emphasizing a healthy, active lifestyle with students

**Timeline for full roll out to the highest grade that will be served:**

As early as fall of 2017 for first and second grade students

## **Instructional**

**Course offerings and structures: Describe courses and approaches that are unique to this K-8 model.**

Our current planning proposal proposes first and second grade students be given the opportunity to choose from a variety of classes/activities based around the theme of kinesthetic learning with a 30 minute session of Daily 5 model reading strategies or homework completion. (Read to Self, Read to Partner)

**Professional Development: If needed, what professional development would support the model?**

No additional professional development would be needed

**Teacher Qualifications: Describe qualifications of teachers that would be unique to the model.**

Parent/Community members who want to be a part of the program will need to be vetted and hired.

Teachers will have prior experience/knowledge in the activity/class they choose to lead.

**Resources: Describe instructional resources that are unique to the model. What are the must haves? Consider textbooks, labs, library, instructional supplies, equipment, etc.**

- 1 full-time after school program coordinator
- SAS Contracts for teaching staff
- Varied supplies, as needed, for activity/class
- Snacks

**Other Staffing Needed/Considerations: What are other staffing considerations that will be unique to your model?**

Activity/program options will be staffed with teachers/volunteer community members who are paid for their time. With every quarterly session, the class offerings may change.



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# Anderson Meeting Schedule

Date	Time	Meeting
11/22/16	2:35-3:20	Staff Meeting
12/6/16	2:45-3:30	Anderson Parent Meeting
1/9/16	5:00-6:00	Community Meeting @ Crawford for Eielson/Salcha
2/23/17	2:45-3:45	First Planning Meeting
3/9/17	2:45-3:45	Second Planning Meeting
4/4/17	2:45-3:45	Third Planning Meeting

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# Anderson Committee Members

Last	First
Stansell	Stacey
Weaver	Kristy
Grover	Brandon
Egbert	Linsdey
Smith	Jodie
Wilinski	Susan
Gum	Pam

# Arctic Light K-8 Model Plan

**Brief Description about the school: Describe purpose, theme or focus. In this area, you can describe how unique this may be, or how limited it may be.**

- Arctic Light Elementary School's K-8 model meets the needs unique to our military family students on Fort Wainwright. In addition to core-subject instruction, taught by a homeroom teacher, students delve into STEAM (Science, Technology, Engineering, Arts, Math) topics through electives. Choice of elective classes are open to students and their families beginning in the intermediate grades. Academic small-group intervention is pushed into all classrooms to ensure student progress and success. Our use of targeted, integrated technology supports individualized academic programs as students learn in classrooms supported by personalized learning models. Parent and community involvement is enhanced through our strong family events and thematic explorations using community expert volunteers.
- Note: our K-8 Plan was developed under the guidance of our Planning Committee (7+ meetings), Community Meetings, and our School-Wide Survey.

## Structural

**Grade Configuration. Will there be multiage settings? Will there be a focus that is unique for primary, intermediate, etc?**

- The school has more primary students than intermediate. This natural division creates our different grade level groupings.
- We have three "Campus" groupings besides Kindergarten: **Primary-** Grades 1-3; **Intermediate-** 4-5; **Middle-** 6-8.
- The opportunity for family choice of electives begins in the intermediate grades.

**Space: Describe how the facility be used, and where classrooms will be located.**

- The seventh grade, added in 2018, will require an additional teacher. Their classroom will be in **room 46**.
- In 2019, our eighth grade will be added with an additional teacher. Their classroom will be in **room 48**.
- If an additional rooms are needed, rooms 49 and/ or 58 will be made available
- These rooms are set apart from other rooms due to their location in our building ensuring that primary and middle school students will interact only as planned.
- Our Art/ Science room (**room 38**) will continue with academic enrichment and support through our Elective Classes.

**Resources Needed: Will there be a need for furniture, supplies, equipment?**

- At a minimum, middle school students need their textbooks and curricular resources that are unique to middle school courses.
- Science lessons will require additional materials for science labs and experiments.
- Middle school students will need appropriate PE equipment.
- Potentially, middle school students will need facilities to change clothes for PE.
- Students will need appropriate furniture to support a personalized learning environment.

- Additional resources for SPED to meet needs resulting from increased numbers.

**Schedules/specials: Include building wide schedules if your planning process has created them.**

**Overall School Calendar:** Align the school calendar more closely with the military calendar for days off, early outs etc.

- **“Core” Math and Language Arts** - During “Core” students are not pulled for SPED, Band/Orchestra, or other specials
- **Core Blocks:**

8:30-11:30	Fourth, Fifth, Sixth, Seventh, Eighth
12:30-3:00	Kinder, First, Second, Third
- **We will keep our regular Specials Schedule through 5th Grade.**
- **Elective course:** choice begins with our Intermediate Campus (Grades 4-5)
- **Electives Include:** ELP/ SPED/ Band & Orchestra/ Library Computers/ Mandated Tutoring/ and STEAM Courses offered quarterly by Campus Teachers
- **Elective Instructors Include:** PE, SPED, Music, Band/ Orchestra, Librarian, Tutors, Title I Coach, and Campus Teachers
- **Lunch/ Recess** follows elementary styles through 5th grade
- **Art/ Science Room:** our Art/ Science Room (room 38) allows for our ongoing thematic studies. All grade levels have assigned times, storage space and additional support when using this room

**Clarify what is lost and gained:**

- Students in the Intermediate and Middle grade levels are losing their all-day homeroom learning experience.
- Pull-out classes, such as SPED, ELL, Band/ Orchestra, and ELP, starting at the Intermediate school level will be done during elective classes instead of homeroom instruction.
- Students will experience learning with students outside of their homeroom.
- Students will experience school-wide STEAM and Character Building themes that are reflected in both homeroom and elective classes.

**Timeline for full roll out to the highest grade that will be served:**

- Families will be deciding upon our K-8 School or Tanana Middle during November, 2017 through January, 2018. Staffing decisions will be made Spring of 2018. Our K-8 model will begin August, 2018, starting with seventh graders as we don't predict 8th graders would want to come back to Elementary School.
- During January, 2019, seventh grade families will decide upon our K-8 school or Tanana Middle. Staffing decisions will be made that Spring and will start August, 2019, when eighth graders will join our K-8 school.

## **Instructional**

**Course offerings and structures:** Describe courses and approaches that are unique to this K-8 model:

- Core-Subjects are delivered by homeroom teacher.
- Some students will move to other classrooms for their level of instruction

- Beginning in the intermediate grades, elective courses are family choice
- The school has a focus on STEAM, community, and character building.

**Professional Development: If needed, what professional development would support the model?**

- Data-driven instructional techniques
- Character Building Lessons
- Staff will continue Daily 5 and CHAMPS Professional Development.
- Staff will continue observing colleagues as part of their Professional Development
- Staff will continue Professional Development on Personalized Learning
- Intermediate and middle school staff could benefit from Professional Development for planning and implementing elective classes.

**Teacher Qualifications: Describe qualifications of teachers that would be unique to the model.**

- Seventh and Eighth Grade teachers will be generalists with the ability to teach higher level math, science, and social studies.

**Staffing Considerations: What are other staffing considerations, outside of teachers, would be unique to your model?**

**Will there be an impact to assessment and/or grading?**

- Explorations will have quarterly grades from their course teacher

**Resources:** Describe instructional resources that are unique to the model. What are the must haves? Consider textbooks, labs, library, instructional supplies, equipment, etc.

(In this section are two different schedules and a school map)

**Other Staffing Needed/Considerations: What are other staffing considerations that will be unique to your model?**

- Behavior Aides
- Full-time AP
- Continue with current staffing

- \* Regular schedule through 5th
- \* Foreign Language in 6<sup>th</sup>
- \* Art/ Science Room thematic
- \* STEAM
- \* More Choice, 1 hour Explorations
- \* Aide for PE Extra
- \* Teachers help with Recess (2x week)
- \* Breakfast at 8:15 along with Gym

### **Why Arctic Light K-8**

- Social/Emotional Support
- Monitoring and Support for Grade Level Progress
- Technology Integration
- Creative and Engaging
- Alaska Theme
- Movement
- Core with Teacher
- Choice

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# Arctic Light Committee Members

<b>Last</b>	<b>First</b>	<b>Notes</b>
Lupton	Francis	<i>Staff Music Teacher - Teacher Leader</i>
Kneebone	Karen	<i>PTA President/ Parent</i>
Dickey	Janie	<i>PTA Vice- President/ Parent</i>
Grogan	Timona	<i>Intermediate Teacher Leader</i>
Colbert	Latissue	<i>Primary Teacher Leader</i>
Holman	Shawna	<i>Parent</i>
Orr	Courtney	<i>Assistant Principal</i>
Wood	Jenny	<i>ESSA Representative</i>
Paul	Jamie	<i>Parent</i>
Foster	Debby	<i>Tile / coach</i>

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# Arctic Light Meeting Schedule

Date	Time	Meeting
10-26-16	3-4pm	Staff Meeting
11/29/16		Community Meeting
1/17/17		First Planning Meeting
1/15/17		School-wide survey
1/31/17		Second Planning Meeting
2-16-17		Third Planning Meeting
2-28-17		Fourth Planning Meeting
3/23/17		Fifth Planning Meeting
3/28/17		Sixth Planning Meeting
4/13/17		Seventh Planning Meeting



## **Anne Wien Elementary K-8 Model Plan**

**Brief Description about the school: Describe purpose, theme or focus. In this area, you can describe how unique this may be, or how limited it may be.**

Understanding that direction for each school's K-8 Initiative planning was to be driven by the desires of each school's community, Anne Wien's K-8 Initiative Planning Committee used numerous electronic and paper newsletters, electronic and paper surveys, automated calls, group text messages, and personal announcements at school functions to gather input from Anne Wien families regarding the K-8 Initiative. Despite these attempts in multiple formats, only 14 responses were submitted by Anne Wien parents, with the majority of those responses not wanting Anne Wien to become a K-8th grade school. Most responses also indicated the location of Anne Wien Elementary being right next to Randy Smith Middle School as the ideal schooling scenario for our community. The lack in number of responses also indicate that becoming a K-8 school is not a priority for the Anne Wien community.

Anne Wien's K-8 Planning Committee has been meeting since November of 2016 to discuss the unique opportunities presented by becoming a K-8 school. Although we will not be moving forward with plans to add 7th and 8th grades to our school, we've actively been exploring other instructional models, best teaching practices, and enrichment opportunities that could be introduced at Anne Wien to make our school even more capable of meeting the needs of all of our students. These additions would need to take place gradually over the next few years, but our strongest possibilities have coalesced around the following areas:

- STEM
- Art (music, visual, performance)
- Cultural Education
- Civic Education
- Physical Activity

Our planning team is excited to continue working with the Anne Wien community and staff members to make these opportunities a reality for Anne Wien Elementary.

### **Structural**

**Grade Configuration: Will there be multiage settings? Will there be a focus that is unique for primary, intermediate, etc?**

We will continue to plan to be a K-6th Grade (actually SPED Preschool-6th Grade) school.

We have no current plan for multiage settings, although the Personalized Learning initiative could change our grade configuration.

We will continue to block out time for core subjects (Reading, Math, Writing) in a portion of the day with the other portion of the day being filled with enrichment electives. Our Science and Social Studies subject areas will be addressed through enrichment classes in the areas of STEM, Art, Cultural Education, Civic Education, and Physical Education.

We will consider a gradual transition to achieve this model by revising our Master Schedule and introducing more "team teaching" at grade levels over the next two years, before introducing our enrichment classes in the 2019-2020 school year.

**Space: Describe how the facility be used, and where classrooms will be located.**

Anne Wien Elementary class locations and "primary/intermediate" rooms will remain the same. However, with the Personalized Learning initiative and in introducing team teaching at all grade levels over the next two years, it will be important for the classrooms of cooperating teachers to be relatively close in the building for smooth transitions.

**Resources Needed: Will there be a need for furniture, supplies, equipment?**

Seating options, standing desks, and other choice furniture available to all classrooms.  
Space/Storage to setup and store all of the equipment and materials being used for STEM, Art, Cultural Education, Civic Education, and Physical Education enrichment programs

**Schedules/specials: Include building wide schedules if your planning process has created them.**

Anne Wien Elementary would utilize a 40 minute "Specials" schedule to provide teachers valuable setup/takedown time between student groups and to maximize instructional time.  
Separating primary and intermediate schedules to allow for core blocks at different times (either morning or afternoon) will be important to allow for the same staff to teach core and enrichment offerings. Primary core subjects would most likely be in the morning, with Intermediate blocks in the afternoon. Enrichments blocks would occur in the opposite times for each group. Social Studies and Science would fall into enrichment slot times.

**Clarify what is lost and gained:**

A sharper and deeper focus on core instruction would benefit all students. Also, the power of choice and personal responsibility for students would provide long-term benefits and a deeper connection to each student's own educational path. Benefits to the greater school community could include a positive impact on school culture and stronger relationships as staff would continue to embody a shift from "my" students to "our" students. Team teaching subject areas could also provide teachers with stronger expertise in their fields and subject matter.

**Timeline for full roll out to the highest grade that will be served:**

We will remain a Kindergarten-6th Grade school, based on our community feedback. We will consider a gradual transition to achieve this model by revising our Master Schedule and introducing more "team teaching" at grade levels over the next two years (2017-18 and 2018-19), before introducing our enrichment classes in the 2019-2020 school year.

## **Instructional**

**Course offerings and structures: Describe courses and approaches that are unique to this K-8 model.**

In addition to a more dedicated time and focus to teaching the core subjects of Reading, Math, and Writing, introducing an enrichment elective approach to the other half of a student's day would allow for more personalization for each student's education. Although our 2019-2020 target date is three years away, these are some of the enrichment course offerings currently being considered by Anne Wien staff:

- **STEM:**

Robotics, Nature exploration, Garden science, Alaskan animals and adaptations, PLY explorations, stronger school partnership with UAF STEM departments

- **Art (music, visual, performance):**

Book Group talks, Water colors, Painting, Photography, Drama, Improv, Sewing, Zentangles, Quilting, Spelling Club, Alaska Native arts, Reader's Theater, Visual arts

Arts based projects based on artists and scientists in the curriculum, Writing, Knitting

- **Cultural Education:**

Teaching our district's Cultural Standards on daily basis, Foreign Languages, Cooking and Food, Stronger connections to UAF

- **Civic Education:**

Community service, Key club, Strong connections to Lions Club, Mindfulness, Philosophy, Socratic problem solving

- **Physical Activity:**

Cross country skiing, Cross country running, Karate, Meditation, Water Safety, Fencing, MANY possibilities

**Professional Development: If needed, what professional development would support the model?**

Technology training and support, Time for collaboration, Additional training for teachers in instructing our various enrichment courses

**Teacher Qualifications: Describe qualifications of teachers that would be unique to the model.**

To be determined by district HR, state, and ESSA federal requirements

**Staffing Considerations: What are other staffing considerations, outside of teachers, would be unique to your model?**

Current staff would teach enrichment classes. In addition to this model change, the following staff would need to be considered:

- Technology teacher

- Instrumental music specialists

- SAS contracts: robotics club, languages (Alaska Native, Spanish, etc), coding specialist, civic education specialist (ex: "Project Citizen"), special musical ensembles (ukelele, mariachi, jazz band, bucket band, musical theater)

**Will there be an impact to assessment and/or grading?**

Competency-based or standards-based grading would need to be considered. Team teaching and enrichment classes would require an overhaul of current PowerSchool practices. Determining a grading scale for enrichment electives would be required. With our plan including the incorporation of Science and Social Studies into enrichment electives, the impact on current curricular requirements would also be necessary.

For its benefit on development of all students, a performance component would also be recommended to be incorporated into all enrichment electives.

With 100 students at Anne Wien currently on Special Education Individual Education Plans, it is critical to our plan that students still be provided core instruction, educational support, and still be provided opportunities to make enrichment electives just as their peers.

**Resources: Describe instructional resources that are unique to the model. What are the must haves? Consider textbooks, labs, library, instructional supplies, equipment, etc.**

Equipment required for the enrichment elective courses would make up the majority of new costs in this model. Musical instruments (introduced one grade level and one school year at a time). Instrumental music could be offered in grades earlier than 4th grade with the potential of having music more than twice per week to build skill and understanding.

Additional collaboration and preparation time for our elementary teachers.

Equipment and supplies for enrichment electives.

A Special Education Resource class schedule within the master schedule that allows for student choice while still allowing SPED support and explicit instruction. Our SPED Preschool could adjust to the master schedule of the whole community but would still predominantly include students with IEPs along with 2 Typical Peers, with approximately 10 students in each session.

A master schedule that incorporates choice for flex-day Kindergarteners or a shift to Full-Day Kindergarten at Anne Wien.

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# Anne Wien

## Meeting Schedule

Date	Time	Meeting
11/16/16	3:15-4:00 PM	Staff Meeting
12/17/16	11:00-12:30	Community Meeting
1/17/17	5:30-7:30 PM	First Planning Meeting
2/7/17	5:30-7:30 PM	Second Planning Meeting
3/2/17	5:30-7:30 PM	Third Planning Meeting
3/23/17	5:30-7:30 PM	Fourth Planning Meeting
3/29/17	5:30-7:30 PM	Fifth Planning Meeting
4/5/17	3:15-4:00 PM	Staff Meeting
4/12/17	3:15-4:00 PM	Navigation Meeting
4/13/17	5:30-8:00 PM	Sixth & Final Planning Meeting

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# Anne Wien

## Committee Members

Last	First	Notes
Angaiak	Michael	
Anderson	Jennifer	
Brown	Bobbette	*parent
Champagne	Laura	*parent
Charleen	Fisher	
Damario	Heather	*parent
Lassey	Kelley	*parent
Lesley	Kendi	
Mertes	Lori	
Sample	RoseAnne	
Swift	Erica	
Tallberg	Julie	

# Badger Elementary Full Day Kindergarten Plan

**Brief Description about the school: Describe purpose, theme or focus. In this area, you can describe how unique this may be, or how limited it may be.**

The Badger community is excited about full time Kindergarten. They feel that is the biggest need, at the present time, and do not want to consider adding a 6th or 7th or 8th grade.

## Structural

**Space: Describe how the facility be used, and where classrooms will be located.**

No extra classrooms are necessary. Our space is extremely limited, so this fits well into our current situation. We currently have morning and afternoon sessions in the room at the same time, for 2.5 hours, in the middle of the day, and there is enough space.

**Resources Needed: Will there be a need for furniture, supplies, equipment?**

No.

**Schedules/specials: Include building wide schedules if your planning process has created them.**

Moving to full day kindergarten will open up our scheduling ability since we won't be confined to the 2.5 hours that all Kindergarten students are present at school. This will help with the flow of specials and lunch.

**Clarify what is lost and gained:**

Nothing lost.

Gain - students will receive an increase in instructional hours that families feel is vital for students learning.

**Timeline for full roll out to the highest grade that will be served:**

We are hoping to start in the fall of 2017. Minimal training for FTE, but anticipate using a partial pre-service day for the training.

## Instructional

**Professional Development: If needed, what professional development would support the model?**

Minimal additional training/observation for current K teachers mostly around scheduling.

**Will there be an impact to assessment and/or grading?**

No

**Resources: Describe instructional resources that are unique to the model. What are the must haves? Consider textbooks, labs, library, instructional supplies, equipment, etc.**

Possibly additional technology - none

**Other Staffing Needed/Considerations: What are other staffing considerations that will be unique to your model?**

Full time aides as opposed to part-time would be beneficial, but is not a necessary component.



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# Badger Meeting Schedule

Date	Time	Meeting	Notes
11/29/16	8am-8:30	Staff Meeting	<i>email notice sent</i>
11/16/16	6:00-7:30	Community Meeting	<i>notices posted and PS email</i>
11/28/16	4-5pm	First Planning Meeting	<i>Staff and community</i>
12/1/16	4-5	Second Planning Meeting	<i>PTA meeting - community invited, staff invited</i>

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# Badger Committee Members

Last	First	Phone	Email	Notes
Maydole	Kathy	BGR Staff		
Weber	Jessia	BGR Staff		
Lovett	Rebecca	PTA President		
Gould	Corinne	PTA Member		

# Crawford Elementary After School Program Model Plan

## Brief Description about our school.

Crawford Elementary serves 3rd thru 6th grades on Eielson Air Force Base. Based on a meeting with Col Cole and our community meeting in early January, there is an interest in developing a fee-based After School Program in our building. Our offerings will be open to all students enrolled in our school.

Our **After School Plan** will consist of 4 6-week programs, staffed by a coordinator, staff and parent leaders who will head up a variety of classes and activities.

## **Structural**

### Space: Describe how the facility be used, and where classrooms will be located.

Classrooms and open areas will be utilized as needed.

### Resources Needed: Will there be a need for furniture, supplies, equipment?

After School Program Coordinator  
SAS contracts for teaching staff  
MOAs for community teachers

### Schedules/specials: Include building wide schedules if your planning process has created them.

We will offer classes several days a week, if we have the staffing and interest. Our program will begin at at 2:45 and end at 4:00pm. Students will meet with the coordinator at 2:30 in the Commons for a snack. Group leaders will pick up students from the Commons at 2:45.

### Clarify what is lost and gained:

Increased student achievement  
Increased student engagement  
Additional learning opportunities for students  
Increasing community and student relationships with the school

### Timeline for full roll out to the highest grade that will be served:

We started the winter of 2017 with a trial program. We had about 45 students in the first session. We began with having our program one day a week (Thursdays). We will look to expand this as we have the staff to offer classes.

### Course offerings and structures: Describe courses and approaches that are unique to this K-8 model.

Our first session offered Card Making, Science Fair Club, Spanish Club, Exploration in the Arts, Band Study Group, and an Orchestra Study Group. All were successful.

**What professional development would support the model?**

No additional development will be needed.

**Teacher Qualifications: Describe qualifications of teachers that would be unique to the model.**

Parent/Community members who want to be a part of the program will need to be vetted and hired.

Teachers will be compensated with SAS contracts.

**Will there be an impact to assessment?**

Indirect benefits would include higher self-confidence, possible higher achievement, and more student engagement.

**Staffing Considerations: What are other staffing considerations, outside of teachers, would be unique to your model?**

We will staff our groups with teachers and/or community members who are paid for their time. With every session, the class offerings may change.

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# Crawford

## Meeting Schedule

Date	Time	Meeting
11/2/16	2:45	Staff Meeting
1/9/17	5:00	Community Meeting
1/18/17	3:00	First Planning Meeting
2/2/27	1:30	Second Planning Meeting
3/23	12:30	Third Planning Meeting
3/29		Leadership

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# Crawford Committee Members

Last	First	Notes
Sperl	Barbara	
Williams	Amanda	
Wilkinson	Melissa	
Young	Sherry	

# Denali Elementary K-8 Model Plan

**Brief Description about the school: Describe purpose, theme or focus. In this area, you can describe how unique this may be, or how limited it may be.**

*While we acknowledge that 48% of the surveys received expressed an interest in the K-8 model, the Denali K-8 Committee recommends against going in this direction. After studying this issue over the past four months, we believe that the needs of our community would best be served if we were able to offer full-day kindergarten to our families, possibly add a preschool aged classroom, or use the available space as a STEM or STEAM classroom which would help support our personalized learning plan.*

Following is our K-8 Plan based on having one classroom available.

Denali's Motto: At Denali We -

come to school every day to learn

take responsibility for our actions

and treat others with LOVE, KINDNESS, AND RESPECT

Denali's K-8 Plan will be implemented in two phases.

Phase 1 - Fall of 2018 - Addition of 7th graders to the building in either Option 1 or Option 2 below

Phase 2 - Fall of 2019 - Addition of 8th graders that will make up our 7/8 combination class.

We will follow an elementary school model for our K-8 school. Seventh/eighth graders will be in a self-contained classroom where one teacher will teach all subject areas. We would want to assure that the class is evenly distributed between the two grades, boys and girls, and with a representative of typical IEP and ELP distributions as we currently do K-6.

For the intermediate grades (4th-8th), we would look at having math and reading taught during the mornings which would open up the afternoons for some co-teaching of social studies, science, as well as ELP, ELL, band, orchestra, and choir along with additional support for students in core subjects.

For primary grades, we will continue with the block schedule that is currently in place.

## Structural

**Grade Configuration: Will there be multiage settings? Will there be a focus that is unique for primary, intermediate, etc?**

### Option 1:

Denali Elementary will begin in year one of initial roll-out with a 6<sup>th</sup>/7<sup>th</sup> multi-age class. This cohort is expected to roll up into a 7<sup>th</sup>/8<sup>th</sup> grade multi-age class the following year, and continue as a 7<sup>th</sup>/8<sup>th</sup> multi-age class from there on. Approximately 26 students, 13 from each grade, to be evenly distributed between the two grades, boys and girls,

and with a representative of typical IEP and ELP distributions. The 7<sup>th</sup>/8<sup>th</sup> grade class formed at Denali will be representative of our other classrooms' configurations.

**Option 2:**

Straight 7<sup>th</sup> grade class, with a smaller cohort (18 students). Year two would loop the 7<sup>th</sup> grade students into 8<sup>th</sup> grade and add a contingent of 7<sup>th</sup> graders in. We expect to lose some of the first year 7<sup>th</sup> graders to the traditional middle school, leaving more space for new 7<sup>th</sup> graders for a final total of 26 students.

Our plan is to have one classroom that will follow our elementary school model. One teacher will teach all subject areas.

**Space: Describe how the facility be used, and where classrooms will be located.**

We have one classroom on the upper level that would become our 7<sup>th</sup>/8<sup>th</sup> grade classroom (Room 220)

This classroom will need to have the current cubbie set-up reconfigured for older students.

**Resources Needed: Will there be a need for furniture, supplies, equipment?**

1 classroom set of Chromebooks  
6 to 8 iPads  
Tables and chairs  
A few individual desks

**Schedules/specials: Include building wide schedules if your planning process has created them.**

We will follow our current elementary school model in regards to music, gym, library, band, and orchestra, with the addition of two one-hour gym classes per week for either Option 1 or Option 2. . We will also look at a model for our 7/8th graders serving as monitors/mentors for our kindergarteners during the kindergarten recess and gym times.

**Clarify what is lost and gained:**

**What is lost:**

- \* Concern that our K-6 Special Education population would not receive the extra support that they do now, as this extra flexibility will be lost with addition of 7<sup>th</sup>/8<sup>th</sup> graders on IEPs
- \* School counselor will be spread too thin with the addition of teaching Health as well as additional needs of the 7/8th grade students.
- \* School nurse will be spread too thin with the addition of teaching Health.
- \* Loss of choice/electives for 7/8th grade students as this will be an elementary school model.

**What is gained:**

Siblings will have the opportunity to stay together for two additional years  
Provides continuity for families  
One bell schedule for parents/families  
Peer mentoring or peer-tutoring



**Timeline for full roll out to the highest grade that will be served:**

Seventh graders will be rolled out in the Fall of 2018, 8th graders would be added to the combination class in the Fall of 2019.

**Instructional**

**Course offerings and structures: Describe courses and approaches that are unique to this K-8 model.**

We will be using an elementary school model, so no electives would be offered.

**Professional Development: If needed, what professional development would support the model?**

General music teacher would need additional training on 7/8th grade music curriculum.  
Physical Education teacher would need additional training on 7/8th grade PE curriculum.  
Counselor & Nurse would need additional training on 7/8th grade Health curriculum.

Continued collaboration and planning time for personalized learning and co-teaching  
Possible training or information on social emotional issues facing 7/8th grade students for all building staff.

**Teacher Qualifications: Describe qualifications of teachers that would be unique to the model.**

**One additional certified teaching position that would be qualified to teach all 7th/8th grade subject areas.**  
With our current staffing and high numbers in some grade levels, if we were to assign one of our current building staff to teach this class, one or more classrooms would have 30-32 students. Therefore, an additional teacher would be needed to teach the 7th/8th grade classroom and qualified to teach all subject areas.

We would need to have our ELP teacher, Band, and Orchestra teachers reassigned to our building for the afternoons to accommodate enrichment focus in the afternoons for the intermediate grades.

**Staffing Considerations: What are other staffing considerations, outside of teachers, would be unique to your model?**

One additional classroom teacher qualified to teach all subject areas in 7th/8th grade under the elementary school model.  
Reassignment of our ELP, Band, and Orchestra teachers in the building to afternoons only to support the enrichment in the afternoon

We will need to have clarification for teacher qualification for this based on the new ESSA law.

**Will there be an impact to assessment and/or grading?**

We will continue to use the current report card model in place.

**Resources: Describe instructional resources that are unique to the model. What are the must haves? Consider textbooks, labs, library, instructional supplies, equipment, etc.**

We would need to review and if needed order additional library books for 7th/8th grade students.

**Other Staffing Needed/Considerations: What are other staffing considerations that will be unique to your model?**

We would like the District to consider hiring someone at the District level that would teach Health at schools that go K-8. This would help alleviate the counselor and nurse from being stretched too thin.

Relook at how ELP, band, and orchestra is allocated to buildings who want core instruction in the morning and enrichment in the afternoons for grades 4th-8th.

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# Denali Meeting Schedule

Date	Time	Meeting
11-8-16	3:15	Staff Meeting
12-7-16	5:30	Community Meeting
1-17-17	4:00pm	First Planning Meeting
2-7-17	4:00pm	Second Planning Meeting
3-7-17	4:00pm	Third Planning Meeting
4-4-17	4:00 pm	Fourth planning meeting
4-5-17	5:30 pm	Reviewed plan with parents at PTA meeting

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# Denali Committee Members

<b>Last</b>	<b>First</b>	<b>Notes</b>
Hall	Debbie	<i>Principal</i>
Zaverl	Becky	<i>Primary Teacher</i>
Harmon	Genevieve	<i>Intermediate Teacher</i>
Speed	Janet	<i>Intermediate Teacher</i>
Cheney	Amber	<i>Parent</i>
Snowden	Alfreda	<i>Parent</i>
Church	Lacey	<i>Parent</i>
Tragis	Tori	<i>Parent</i>
Wortman	Max	<i>Counselor</i>
Creamer	Christol	<i>Intermediate Teacher</i>

# Hunter Elementary K-8 Model Plan

**Brief Description about the school: Describe purpose, theme or focus. In this area, you can describe how unique this may be, or how limited it may be.**

- Hunter students will develop competency skills in reading, writing and math through student centered learning experiences in order to realize their maximum potential and be prepared for a global society.
- Launch Personalized Learning process with K-6, Fall 2017.
- Students will engage in Community Service projects
- Build in classes that are for parents and kids ex. Healthy snacks, first aid, CPR,
- Friday's reserved for Community service projects and enrichment activities. Grade levels take turns planning the service projects/activities for the month.
- Partnership with FMH for job roles and community service projects
- Opportunities for additional physical activities throughout the school day EG: extra recess, brain break activities, use of the quad.
- Daily Art options available utilizing Art/Science room

## Structural

**Grade Configuration: Will there be multiage settings? Will there be a focus that is unique for primary, intermediate, etc?**

- Full day Kindergarten
- We will have a 6-8 cohort EG: Homeroom teacher with a CORE subject rotation.
- Looping options for all grades.
- Options for K-5 CORE subject "walk to" format or CORE subject rotation..
- Fall of 2018, add 7th grade - with the option of a 6/7 split if needed.
- Fall of 2019, add 8th
- After School Program with STEAM focus
- Partner with Ryan Middle School for 7th and 8th grade students to access After School Activities EG: Ballroom dancing, middle school sports.
- Use the Commons area for lunch eating space to support staffing playground activities.

**Space: Describe how the facility be used, and where classrooms will be located.**

- Hunter has three classrooms available for full day Kindergarten, first wing for Pre-K and K
- 2nd wing and South wing for 1st-3rd grades
- In our 3rd wing, utilized for 4th-8th grade with expansion possibilities utilizing one room in South wing when needed--this would include relocating tutoring room as needed.
- Hunter has an art/science room with a kiln attached for the addition of an Art teacher
- Utilize Courtyard (access from inside the building) for fall and spring activities (plant starts, outdoor experiments, outdoor art)
- Utilize Ryan's/Lathrop's new track with circuit training equipment next to Hunter
- Hunter garden for parent/student classes, expand EATING program with Calypso to 7th and 8th grade students

**Resources Needed: Will there be a need for furniture, supplies, equipment?**

- We would need to purchase appropriate books for the library for advanced students and 7th and 8th grade.
- Larger desk/tables and chairs for older students
- Lockers
- A variety of technology devices (computers, tablets, IBooks, ChromeBooks, iPads)
- Science equipment for 7th and 8th grade
- Additional supplies appropriate for gym, and art
- Full time Art Teacher
- Mounted Projectors
- Additional book shelves
- Additional Music, Band, and Orchestra equipment
- More contact hours with Band and Orchestra teachers (not split between three buildings)
- Extra ½ time PE teacher
- Expanded lunch options for upper grades (model other K-8 schools in the district)

**Schedules/specials: Include building wide schedules if your planning process has created them.**

- All grades K-6 will have 2 Music classes a week, 2 PE classes a week, and one library. 7th and 8th grade will be offered 4 PE classes a week and an Art option.
- Recess options for all grades minimally once per day.
- 6/7/8 will have 5 minute passing times between classes for movement and restroom time.

**Clarify what is lost and gained:**

Gained:

- Larger community built amongst the students and families
- routines built for all students leading to larger academic success
- Personalized Learning options broadened
- Greater stability of relationships for a population of students who need stability.

Lost:

- 7-8 graders lose out on "real" middle school

**Timeline for full roll out to the highest grade that will be served:**

- 2018 addition of 7th grade
- 2019 addition of 8th grade
- 2019 Full implementation

## **Instructional**

**Course offerings and structures: Describe courses and approaches that are unique to this K-8 model.**

- Include additional classes for 7th and 8th - art (use our kiln, and art science room)

- Depending on staffing availability - include a language class (possibly an Alaskan Native language.
- Include a Native culture class
- Community service and outreach

**Teacher Qualifications: Describe qualifications of teachers that would be unique to the model.**

- Teachers willing to work as a grade span team to support "walk to" structure

**Will there be an impact to assessment and/or grading?**

- With Personalized Learning, report cards may need to be restructured (Standard Based)

**Resources: Describe instructional resources that are unique to the model. What are the must haves? Consider textbooks, labs, library, instructional supplies, equipment, etc.**

Ex. Chromebook cart; unique to our model; lab - science, STEM equipment, etc.

**Other Staffing needed/considerations:**

- Full Time Art Teacher
- Additional .5 PE teacher to support 7th and 8th grade students
- Additional .5 counselor to support 7th and 8th grade students/ oversee credits and social emotional support
- .5 Band/Orchestra teacher
- Additional Behavioral Aide

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# Hunter Meeting Schedule

Date	Time	Meeting
12/6/16	3:30	Staff Meeting
1/10/17	5:30	Community Meeting
2/7/17	5:30	First Planning Meeting
2/20/17		Parent Survey (during P/T conferences)
2/27/17	5:30	Community Meeting
3/7/17	4:30	Second Planning Meeting
4/5/17	3:30	Third Planning Meeting



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# Hunter Committee Members

Last	First	Notes
Garrouette	Stephanie	
Loud	Lori	
Jelinek	Fawn	
Ward	Robyn	
Bedford	Jane	
Griffin	Rachel	
Peryea	Liann	
Pryea	Rebecca	
Helms	Maria	

# Joy Elementary K-8 Model Plan

Brief Description about the school: Describe purpose, theme or focus. In this area, you can describe how unique this may be, or how limited it may be.

## STEAM (science, technology, engineering, art, math)

- Cross-age learning/tutoring-older students leading younger students in science learning
- Robotics: mechanics, Battle of the Bots
- Partnership with UAF science departments
- Coding/Programming
- Entrepreneur skills: business development, business plans/proposals, marketing/advertising, financial planning, supplies, contracts
- Environmental: outdoor classroom, community resources, gardening, ecosystems, camping, outdoor survival, edible plants, pollution, Green Star, school garden, recycling
- Forensics: crime scene investigation, critical thinking, analysis, science, CLUE, fingerprints, splat patterns
- Engineering and Design: Student learn about the design process to solve problems, and understand the influence that creativity and innovative design has on our lives. Students will learn to use the Computer Assisted Design (CAD) program. Students will also learn to use a robust platform to design, build and program a robot to help solve existing problems.
- Studio Art: Basic principles of art in a variety of materials. Basic techniques in drawing, painting, sculpture, perspective, and design.
- Graphic Art and Design: Explore the use of the computer in the field of graphic design. Learn basic primary skills and techniques of computer-assisted art using Adobe's Creative Cloud. Basic techniques in lettering, design, drawing, color, photo manipulation and layout. Graphic Art Design: art + technology, website design, business design, graphic novels/comics, digital photography, video game design
- Video Game Design: students learn basic programming and digital literacy skills as well as learn to participate in a blended-learning class. Students will learn foundational concepts of game design and mechanics. This class will help students become proficient computer users in order to learn the fundamentals of game design and coding by creating two-level game using HTML5, JavaScript, and Action Script, while following a real-world design and engineering process.
- Evidence/Project Based Learning: ongoing experiments, hypotheses, presentations; Integrate the inquiry process of science into all areas of curriculum including literacy and math using guided experiments to gain knowledge of a topic. Use Data-driven decision making. (example: students work with zebrafish to understand how the quality of food affects the behavior of the fish. Students observe a balanced diet versus a diet high in fat can alter the behavior of the zebrafish over time. Students will then create own classroom experiments to expand on the topic and provide presentations of findings, publish on classroom blog, create videos, etc.)
- Engineering partnerships with borough/agencies
- Drama/Theater: Dance, stage roles, set construction, sewing costumes, marketing/advertising of productions, AK Native storytelling, talent shows
- Access to outdoor classroom at Creamer's Field

## 21st Century Skills

- Independent Living Skills: cooking, financial accountability--budgets, true costs, credit cards, checkbooks, ATMs, laundry, sewing, time management
- Health Sciences: First Aid, CPR, Babysitting (Red Cross classes), Nutrition, cooking

- Leadership: conflict resolution, peer mediation, student council, Problem Solvers of America
- Communication: class presentations, report writing, Toastmasters, journalism, business communication, debate, creative writing
- Service learning opportunities through classes
- Media and Journalism: student newspaper, classroom blogs, student announcements, radio broadcasting, video production, youtube, reporting
- Send "Engagement Letters" to establish Access/partnerships with local organizations for special speakers, tours, local information (4-H, Children's Museum, Public Broadcasting -KUAC, News Miner, local theaters, Court System, Police, Firefighters, etc)
- Language Emphasis School. Dual language format. Explicit teaching for 7th and 8th grade and language exposure for lower grades.

## **Structural**

**Grade Configuration: Will there be multiage settings? Will there be a focus that is unique for primary, intermediate, etc?**

- Looping opportunities at each grade band
- Core rotation- switch teachers for core subjects (intermediate and middle school grades)
- Extra-curricular/after-school activities-multiage
- Tutoring-multiage

**Space: Describe how the facility be used, and where classrooms will be located.**

- Primary grades in the circle
- Intermediate and middles school in the 'T'
- Art/Science room
- Life Skills room with equipped kitchen, washer/dryers
- Computer lab converted to usable space
- Creamer's Field access

**Resources Needed: Will there be a need for furniture, supplies, equipment?**

- Updated appliances and tools in Life Skills rooms
- Science lab equipment
- Technology carts or towers
- Smart cameras
- Middle School age furniture (tables, interlocking desks, chairs, book shelves)
- Text books can be online or not needed use other resources.(saves money)
- Smart projectors or mounted projectors
- Bigger snowshoes/ skis

**Schedules/specials: Include building wide schedules if your planning process has created them.**

- Lunch will remain the same
- Elective hour for 6-8
- Subject rotations for grades 4-8

- Homeroom
- Early Release Fridays at 1:30

**Clarify what is lost and gained:**

- Gained
  - More time with students for to develop educational, social, emotional skills
  - Parent/Teacher familiarity
  - Teachers can develop an overall closer relationship with all of their students
  - Able to have older students work with younger students in developing prosocial behaviors/role modeling
  - K-8 in general allow those students who need more academic, behavioral or emotional support to have those items.
  - If Dual Language students will have gained a language, more synopsis, cultural exposure
- Lost
  - Lack immediate access to organized sports (teams), social events
  - Students will not have the two years of juggling 6 different teachers and their expectations. Not meeting new peers and ones they may attend high school with.
  - Not learning how to switch classes, materials, in a set time frame (learning how to become responsible for time and materials at the same time.

**Timeline for full roll out to the highest grade that will be served.**

- Fall 2018 start with seventh grade
- Fall 2019 add eighth grade

## **Instructional**

**Course offerings and structures: Describe courses and approaches that are unique to this K-8 model.**

- Math, English Language Arts, Social Studies, Sciences, Health, Life Skills, PE, Music, Library, Advanced Math, honors courses, remedial courses
- Band/Orchestra
- Technology- Coding/Programming, Robotics, Graphic Design
- Foreign Language
- ELP
- Special Education
- Engineering (environmental, forensics, mechanical, Civil, Architecture)
- Communications (Debate, conflict resolution, writing, journalism, presentations)
- Photography (digital art, journalism, school newspaper)
- Entrepreneur
- Future Problem Solvers of America
- Keyboarding

**Professional Development: If needed, what professional development would support the model?**

Opportunities to visit/train with other schools who have a current STEAM k-8 model  
Parent information and training opportunities about STEAM  
Book studies/reading on the subjects for the teachers to develop ideas/collaboration  
Training in Google Classroom or Canvas and other websites to promote personalized learning  
Co-Teaching professional development  
Training in software that is chosen for language

**Teacher Qualifications: Describe qualifications of teachers that would be unique to the model.**

- 7th/8th grade generalist
- Possible special certifications

**Will there be an impact to assessment and/or grading?**

Standards Based grading/checklist vs. standard report card  
More project-based assessment/development of rubrics

**Resources: Describe instructional resources that are unique to the model. What are the must haves?**

**Consider textbooks, labs, library, instructional supplies, equipment, etc.**

- Textbooks
- Lab equipment
- Middle School age library books
- Instruments
- Podiums
- Robotics equipment
- Programming supplies
- Cameras
- Virtual Textbooks
- Middle school age appropriate physical education equipment

**Other Staffing Needed/Considerations: What are other staffing considerations that will be unique to your model?**

Two P.E. teachers, P.E./Counselor  
Assistant Principal  
If we went Dual Language we would need one teacher that could teach a part or all of the class in the second language.  
Full-time nurse needed

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# Joy Meeting Schedule

Date	Time	Meeting
11/16/16	3:15-4:00	K-8 Innovate Staff Meeting
11/29/16	5:30-6:30	K-8 Innovate Community Meeting
12/16/16	1:45-3:00	First Planning Meeting
1/13/16	3:15-4:30	Second Planning Meeting
2/7/17		Community Survey
2/17/17	3:15-4:30	Third Planning Meeting
3/3/17	3:15-4:30	Fourth Planning Meeting
3/24/17	3:15-4:30	Fifth Planning Meeting
4/14/17	3:15-4:30	Sixth Planning Meeting

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# Joy Committee Members

<b>Last</b>	<b>First</b>	<b>Notes</b>
Whisenhant	LaLaunie	<i>Principal</i>
Englebrecht	Sue	<i>ELL Tutor</i>
Frymark	Jennifer	<i>Counselor</i>
Mackey	Joanna	<i>Looping Teacher (3/4)</i>
Palmer	Mary	<i>Primary Teacher (K)</i>
Duncan	Candice	<i>Parent</i>
Wiegand	Rhiannon	<i>Parent</i>

# Ladd Elementary K-8 Model Plan

**Brief Description about the school: Describe purpose, theme or focus. In this area, you can describe how unique this may be, or how limited it may be.**

At Ladd Elementary, you will find a school that serves over 80% military connected children, as well as children from the Fairbanks community. They bring geographically diverse backgrounds, which brings a wealth of experiences and knowledge on which to build and celebrate. This can also present some unique challenges. Academic gaps can occur from the moves and many students have emotional challenges due to the multiple changes in their lives (including trainings & deployment). This can be exhibited through difficulty in self-regulation. The following approaches help students find success at Ladd: forming relationships, building resiliency, providing consistency, and helping students with transitions both social-emotionally and academically.

Our community survey was sent electronically and available on paper during parent teacher conferences. We received 41 responses (8%), of which 4 were on the K-8 planning committee. Parents were interested in departmentalization, personalized learning, and electives. We did not directly ask if parents were interested in enrolling their child in a K-8. In the open comments section, 21 people responded. 8 were clearly against K-8. 1 supported K-8. With such a highly transient school, it's uncertain how many of these families will have children at Ladd in 2018-2019. We decided to use this feedback as additional information to help us craft the plan, but not as a determining factor due to the poor survey response rate.

Our K-8 plan was designed with all the above in mind. How can we better support our community's needs?

## Structural

**Grade Configuration: Will there be multiage settings? Will there be a focus that is unique for primary, intermediate, etc?**

- Increased looping in primary grades.
- Continued multiage in 4th and 5th.
- 6th grade will join 7th for departmentalization in 2018-2019
- 2019-2020 6,7,8 will be grouped together for departmentalization

**Space: Describe how the facility be used, and where classrooms will be located.**

- Rooms: 53 & 54 are possibilities for 7th and 8th graders.
- Students will enter the front doors.
- Adult size single stall bathrooms off of the commons for student use.

**Resources Needed: Will there be a need for furniture, supplies, equipment?**

- Appropriate size desks/chairs
- Laptop or Chromebook cart for regular access



- Elective/Specials supplies

**Schedules/specials: Include building wide schedules if your planning process has created them.**

- 18-19 Elective rotation/choice in the afternoon for 6th and 7th Grade
- 19-20 Elective rotation/choice for 4th-8th Grade
- 20-21 Elective rotation/choice for 1st - 8th Grade
- Working toward an alternative to recess for 6-8
- Dual enrollment at Tanana for 7th & 8th grade - most likely for math and possibly science

**Clarify what is lost and gained:**

- All students at Ladd will feel like "our kids" due to more teachers working with more students. There will be a greater sense of community. Students will know more teachers and have more adults with whom relationships can be built.
- Students will gain leadership opportunities through intentional structures within the school.
- Movement to other classes will potentially help those students who need more physical activity during the day.
- With elective rotation/choice and departmentalization, teachers are locked into schedules. It is much more difficult to plan assemblies and field trips, and it is challenging to adjust to daily projects and lesson plans.
- Incorporation of male role models in the school through development of Ladd's Dads. In addition, we will work to develop new relationships with community organizations, such as Masons, Rotary, Elks, etc. We will also work to incorporate a structure for more volunteer opportunities with the School Partnership Program on FTWW if and when they are available.

**Timeline for full roll out to the highest grade that will be served:**

- 18-19 School year - 7th Grade
- 19-20 School year - 7th Grade/8th Grade Multiage
- Subsequent years, if student numbers warrant, individual 7th & 8th grade may be available

## **Instructional**

**Course offerings and structures: Describe courses and approaches that are unique to this K-8 model.**

- **2018/2019** 7<sup>th</sup> grade only with dual enrollment at Tanana. Likely math and science being offered at Tanana. This will require 1 additional teacher who can teach reading and social studies, as well as elective offerings. A staff member for transitions to and from Tanana is required. 6th & 7th grade will departmentalize.
- **2019-2020** Addition of 8<sup>th</sup> grade. 1 additional teacher will be required. Math and Science still offered at Tanana. 6, 7, 8<sup>th</sup> grade will departmentalize. A staff member for transitions to and from Tanana is required.
- In subsequent years, depending on enrollment, we may be able to offer math and science at Ladd.
- Dual enrollment will allow for students with a wide diversity of academic levels to enroll at Ladd.
- Students will be able to take Algebra 1, Advanced 8<sup>th</sup> grade math, 8<sup>th</sup> grade math, Advanced 7<sup>th</sup> grade math, or 7<sup>th</sup> grade math at Tanana.
- Science labs and materials will not need to be reproduced at Ladd.
- We will request Tanana to offer these courses back to back in the morning.

- 6<sup>th</sup> grade and 7<sup>th</sup> grade will departmentalize in 18-19 with 8<sup>th</sup> grade being added 19-20. Departmentalizing with the same team of teachers in 6,7,8 helps provide consistency for our students year to year. They will have teachers who know their academic levels and how to challenge them to the next level.
- A strong focus on Social Studies will allow us to focus on leadership and citizenship. The ELP teacher could possibly offer an elective.
- Increased looping opportunities in 1-3rd. Multiage in %. Research shows stability and relationships necessary for our students.
- 1st-3rd are part of the DODE grant for 1:1 iPads. With the use of Daily 5 and personalized learning approaches, these iPads will be maximized in the classrooms.

**Professional Development: If needed, what professional development would support the model?**

- Trauma Responsive Schools to focus on the social-emotional needs of students and to help staff learn how to respond to needs in a proactive and calm manner.
- Additional training regarding military-connected children
- 1:1 iPad implementation in 1st-3rd grades is already included in DOD grant
- PLC structures to help create efficient and effective dialogue amongst multiple teachers with shared students.

**Teacher Qualifications: Describe qualifications of teachers that would be unique to the model.**

18-19 Additional Teacher to instruct 6th and 7th graders

19-20 Additional teacher to instruct 6/7/8 graders

These teachers must be willing to embrace the school's plan and the importance of Trauma Responsive Teaching.

The current 6th grade teachers will need to be able to teach 7th and 8th graders.

To be able to offer the most amount of diversity in specials/electives, we would want a general music teacher qualified to also instruct band and orchestra.

**Will there be an impact to assessment and/or grading?**

- Teachers need to be able to access PowerSchool/Gradebook for all of their students - not just homeroom.
- We need to be able to create sub-groups and classes in PowerSchool easily.

**Resources: Describe instructional resources that are unique to the model. What are the must haves? Consider textbooks, labs, library, instructional supplies, equipment, etc.**

- Online texts for use on devices
- 7th & 8th grade curricula and appropriate materials in the library
- Elective/Specials supplies

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# Ladd Meeting Schedule

Date	Time	Meeting
9/20/16	5:00 PM	PTA Meeting
10/14/16	2:15 pm	Classified Staff Meeting
10/25/16	3:40 pm	Advisory Committee Meeting
11/8/16	3:40 pm	Staff Meeting
12/5/16	5:30	Community Meeting
1/23/17	5-7	First Planning Meeting
2/8/17	8:00	Send out planning feedback survey to stakeholders
2/13/17	4:30-6:30	Second Planning Meeting
3/27/17	4:30-6:30	Third Planning Meeting

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# Ladd Committee Members

Last	First	Notes
Anthony	Cori	<i>Principal</i>
Gilligly	Stephanie	<i>Parent</i>
Oestrich	Sara	<i>DW Sped (&amp; parent)</i>
Dallaire	Vanessa	<i>K</i>
Blackwell	Rachel	<i>K (&amp; parent)</i>
Franz	Maddy	<i>K</i>
Grohman	Brandi	<i>2</i>
Fortune	Jeannette	<i>2</i>
McGee	Nicole	<i>4/5</i>
Edwards	Rosalee	<i>6</i>
Thurman	Deb	<i>6</i>
Hart	Deb	<i>Counselor</i>

## PL

* Hart	Deb
* Edwards	Rosalee
King	Sarah
* Grohman	Brandi
McGee	Nicole
Meinert	Gina

\* Leadership Team

# Nordale Elementary K-8 Model Plan

**Brief Description about the school: Describe purpose, theme or focus. In this area, you can describe how unique this may be, or how limited it may be.**

To provide a place for K-8 students to reach their potential in a supportive setting. The additional focus of grades 7-8 will be to provide opportunities for students to explore career opportunities, develop meaningful relationships with local businesses, and community members. Students will master district curriculum through project learning, classroom coursework which both supports and challenges them, and, when appropriate, online learning venues that address specific student learning targets. Using this three-pronged approach, students will experience personalized and meaningful education while still receiving the preparation they will need for success in high school. Students will have the additional advantage of being more adept at maneuvering as citizens in our community.

## Structural

**Grade Configuration: Will there be multiage settings? Will there be a focus that is unique for primary, intermediate, etc?**

Grade configurations will depend on the number of students in the 7th and/or 8th grade.

- Ideally, a full class each of 7th and 8th grade students would attend.
- Students in grades 6,7, and 8 will share subject specific teachers for their core subjects and explorations.
- Grades K-5 will attend in a more traditional manner with generalist teachers.
- Grades K-5 will continue to have "special classes" of Music, P.E. and Library.
- While Grades 6,7, and 8 have more flexibility in their non-core subjects.

A multiage classroom of 7th and 8th graders may emerge however, data from staff and parents shows that is is a much less desirable option.

It should be noted that most staff and 86% of parents prefer subject specific teachers for the core subjects of English language arts, Mathematics, Science and Social Studies. (A traditional secondary model) This creates some staffing and scheduling problems that may be difficult to rectify especially when trying to teach 5 different mathematics offerings with just three teachers to cover those courses.

**Space: Describe how the facility be used, and where classrooms will be located.**

If a single 7-8 room is needed, it will be housed upstairs in room 212, adjacent to the existing 6th grade classrooms. If two rooms are needed, an entire rearrangement of classes will be required. Assessment of physical plant will take place if needed.

### **Plan A Configuration (Two room 7-8 with a teacher each)**

Grade 4	rooms 219 & 220
Grade 5	rooms 214 & 216
Grade 6	rooms 202 & 212
Grade 7	room 204
Grade 8	room 210
Intermediate Special Education room 215	

### **Plan B Configuration (Single room 7-8 Multi-age single teacher)**

Grade 4	rooms 220 & 219
Grade 5	rooms 214 & 216
Grade 6	rooms 204 & 210
Grades 7&8	room 202
SPEd	room 212

**Resources Needed: Will there be a need for furniture, supplies, equipment?**

**Furniture-**Typical classroom furniture will be required including tables, desks, and storage to support new classroom(s) and move to personalized configurations.

**Supplies-** Life Skills equipment including cooking supplies and equipment, and craft supplies.

**School Infrastructure:** Additional school kitchen equipment may be required to handle an increase in meals served. Additional vehicle parking and traffic considerations will need to be made.

**Staffing:**

Additional hours for **Kitchen Aide** to accommodate additional students served at breakfast and lunch.

Addition of **teacher** in a classroom below District target PTR for one or more years while program is developed. It should be noted that survey results indicate parents more accepting of straight grade levels or a multi-age 7/8 when compared to a multi-age 6/7/8.

**Schedules/specials: Include building wide schedules if your planning process has created them.**

The overall schedule would remain unchanged except for these areas:

- K-5 would continue attending Music, P.E., and Library.
- 4-8 will have band and orchestra available as electives.
- 6-8 Requirements for music and library will be dropped. Library time and media skills will be integrated into the classroom schedule.
- 6-8 additional electives include: primary teacher helper, music, and special research project.
- 
- K-8: Increase activity 54 minutes per day to address state regulations.
- Lunch/Recess schedule may need to be expanded from two offerings to three which will impact the master schedule.

**Clarify what is lost and gained:**

**Lost:**

- Flexibility within the building as enrollment fluctuates. Adding two grade levels would bring Nordale to maximum capacity creating little options for common fluctuations.
- A traditional K-6 elementary is lost. The most common survey response for those parents that don't want the expansion is that they don't want the accompanying school culture shift that will occur by adding older students with familiar adolescent behaviors to the Nordale population.
- A more focused approach to instruction, curriculum rules. By expanding grade levels offered, staff, parents and students will need to accept that the school educational focus must be broadened.
- Safety on buses. The lack of adult proximity supervision on buses with students ranging in age from five to 14 will create the potential for older students with maladapted behaviors to influence and even harm youngsters who are much younger and in a subordinate position.

### **Gained**

- 7<sup>th</sup> and 8<sup>th</sup> grade students choosing to attend Nordale Elementary will benefit from a broadened sense and deeper connection with the Fairbanks community and the neighborhood community as they delve deeply into the curriculum.
- Career and vocational explorations will be fostered by content area masters, visits from local experts and professionals, as well as visits to local job sites and businesses.
- A focus on transitional skills and life skills will prepare students for success beyond Nordale.
- 6-8 grade students choosing Primary Teacher helper will experience helping a primary teacher prepare materials and supervise recess.

### **Timeline for full roll out to the highest grade that will be served:**

- 2017-2018 planning and recruiting year.
- A class enrollment of 26 students would be required to gain an additional teacher. If interest is below that required to gain an additional teacher feasibility of plan will need to be evaluated unless a teacher is provided during a transition/recruitment year.
- 2018-2019 enroll previous year's 6<sup>th</sup> graders as 7<sup>th</sup> graders. Depending on student interest, an initial year of just 7<sup>th</sup> graders may be appropriate.
- 2019-2020 In the plan's second year 8<sup>th</sup> grade could be added from rolling up the previous year's 7<sup>th</sup> grade depending on interest.

## **Instructional**

### **Course offerings and structures: Describe courses and approaches that are unique to this K-8 model.**

Course offerings for grades 7 and 8 include the following. These offerings will be dependent on the number of staff members available.

#### **Possible enhancements to current curriculum**

- Curriculum guided Life Skills class with real life explorations
- Entrepreneurial and Career explorations
- Serving the Community projects
- Community involvement and partnerships
- Generational bridging with Raven Landing
- Buddying between upper and lower grade levels
- Assisting the Primary Teacher

### **Professional Development: If needed, what professional development would support the model?**

School wide professional learning on the development of 12-14 year olds will be required. The needs of the adolescent student and what changes they typically go through will need to be focused on by all staff members building wide as those needs will influence new school procedures and protocols. Additional staff training in the area of senior citizen needs and the developmental stages of aging will be required. Training on what approaches work best when partnering adolescents with senior citizens will help forge a successful partnership with Raven Landing.

**Teacher Qualifications: Describe qualifications of teachers that would be unique to the model.**

Teacher(s) will need to be qualified to teach 6th through 8th grades in several core areas. If mathematics is the core area of instruction, the teacher needs to be qualified to teach Algebra I for high school credit.

**Resources: Describe instructional resources that are unique to the model. What are the must haves? Consider textbooks, labs, library, instructional supplies, equipment, etc..**

- Transportation to and from Raven Landing two times each month.
- Transportation for 8-12 field trips to local business for career and entrepreneurial explorations.
- Curriculum materials for entrepreneurship and financial literacy skills.
- Library books for middle school students.
- Science lab equipment.
- Grade 7 & 8 texts and instructional resources.

**Other Staffing Needed/Considerations: What are other staffing considerations that will be unique to your model?**

- Staff must be willing to work in an elementary setting with an elementary mindset while still sharing students between colleagues for core subjects. For example, teachers may be required to teach two or more core subjects to three different grade levels.
- All staff must develop or come to the school with a willingness to be flexible as the plan and model experience changes due to unforeseen enrollment and or staffing changes.



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# Nordale Meeting Schedule

Date	Time	Meeting	Notes
11/15/16	3:10	Staff Meeting	<i>full staff meeting-</i>
11/29/16	6:30	Community Meeting	<i>15 participants</i>
1/27/17	5:30	First Planning Meeting	<i>Norms, timeline, howe we got here, where are we going</i>
2/8/17	5:30	Second Planning Meeting	<i>Deadline for adding survey questions to Google doc Feb.3 Survey to be presented to parents at Title I Night Feb.17</i>
3/8/17	5:30	Third Planning Meeting	<i>Compile results from parent survey, review draft template, develop questions for district departments</i>
3/23/17	5:30	Fourth Planning Meeting	<i>Compile secound round of teacher input and add to draft</i>
4/4/17	3:10	Staff K-8 PLC	<i>Staff input towards final draft</i>
4/5/17	5:30	Fifth Planning Meeting	<i>Complete final draft.</i>

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# Nordale Commitee Members

<b>Last</b>	<b>First</b>	<b>Notes</b>
Powell	Brian	<i>Principal</i>
Platt	Tammy	<i>Nordale parent and admin secretary</i>
McNeill	Curtis	<i>Nordale grade 5 teacher</i>
Jones	Elizabeth	<i>Nordale grade 1 teacher</i>
Czekaj	Gretchen	<i>Nordale parent and behavior aide</i>
Washburn	Emilie	<i>Nordale parent of 3</i>
Tanner	Barbie	<i>Nordale parent of 1 Tanana parent of 1</i>

# North Pole Elementary Full Day Kindergarten Plan

**Brief Description about the school: Describe purpose, theme or focus. In this area, you can describe how unique this may be, or how limited it may be.**

The focus of North Pole Elementary K-8 plan will be all day kindergarten. The severe space limitations of our facility, and our K-5 grade configuration, make a robust K-8 model challenging. All day kindergarten offers an avenue to give our community a viable K-8 option..

## Structural

**Grade Configuration: Will there be multiage settings? Will there be a focus that is unique for primary, intermediate, etc?**

Our grade configuration will not change. Kindergarten will now be all day.

**Space:** Describe how the facility be used, and where classrooms will be located.

All day kinder will take place in the current kindergarten rooms.

**Resources Needed: Will there be a need for furniture, supplies, equipment?**

We will likely need to adjust our cubbies in the current kinder rooms. We currently have enough cubbies to accomodate all day kindergarten, but the cubbies are stacked one/two on top of each other. This could create space challenges during morning, recess, and dismissal transitions.

**Schedules/specials: Include building wide schedules if your planning process has created them.**

Our start and end times will not change. The specials schedule will now be more flexible with all day kindergarten.

**Clarify what is lost and gained:**

Kindergarten students might struggle with the changes initially, yet they will gain academically from the change. First grade transition will now also be easier. Families will appreciate the change, as day care struggles have been alleviated and students will do better academically with additional instructional time.

**Timeline for full roll out to the highest grade that will be served:**

Next school year all day kinder will be implemented.

## Instructional

**Course offerings and structures: Describe courses and approaches that are unique to this K-8 model.**

All day kindergarten will be the focus of our K-8 model.

**Professional Development: If needed, what professional development would support the model?**

NPE kindergarten teachers will visit other all day kindergarten sites this spring. They will collaborate with other district all day kindergarten teachers and collaborate with each other.

**Teacher Qualifications: Describe qualifications of teachers that would be unique to the model.**

Elementary education certificate. Kindergarten teaching experience.

**Will there be an impact to assessment and/or grading?**

All day kindergarten will help kindergarten teachers with their assessing and grading, as teachers will now have more time with their students to better assess their academic needs.

**Resources: Describe instructional resources that are unique to the model. What are the must haves? Consider textbooks, labs, library, instructional supplies, equipment, etc.**

No changes should be needed.

**Other Staffing Needed/Considerations: What are other staffing considerations that will be unique to your model?**

We have a strong existing kindergarten team. We will maintain the status quo with our kindergarten staffing.

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# North Pole Meeting Schedule

Date	Time	Meeting
11/16/16	6:00 pm	North Pole Community Meeting
12/1/16	3:30 pm	Staff Meeting
2/1/17	8:15 am	Community Meeting (PTA Meeting)

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# North Pole Committee Members

Last	First	Phone	Email	Notes
Elliot	Ida	NPE PTA		
Howe	Rachel	NPE PTA		
Huesties	Marie	NPE PTA		
Paul	Bobbi	NPE PTA		

## Pearl Creek Elementary K-8 Model Plan

**Brief Description about the school: Describe purpose, theme or focus. In this area, you can describe how unique this may be, or how limited it may be.**

- **Problem Based Learning**

Students will identify and investigate issues of personal interest in their local school community and our larger community. Through collaboration with outside agencies and individuals, group and independent research, modeling and experiments, students will strive to solve the problems they have identified and share their results with the school community and the larger community when appropriate. Ideally, all content areas will be integrated into the pursuit of a solution to the identified problem.

- **Mentoring & Community Service**

Students will continue to mentor younger children in various subjects, activities and skills. This can range from one or more students supporting children in specials, all the way to academic tutoring on a small group or one on one basis. Building needs matched to students' passions or abilities will be strongly considered in order to create a successful experience for all involved. Community service will also be an important element allowing students to give of themselves as either a class focus or individual to other community programs or organizations. This can range from on-site projects being designed, generated and donated in order to fulfill a need in our community to fund-raising, or off site support, such as Food Banks, The Door or Retirement Center.

- **Community/Place based field study opportunities**

Pearl Creek is able to offer a variety of unique learning opportunities to its students because of its location in proximity to the University and the surrounding woods and ponds. With guidance from teachers, students are able to access experts in departments at UAF through field trips, as well as other resources on campus (technology, exhibits, collections, libraries) relatively easily. Pearl Creek's garden and surrounding environment of the school can also provide students with various locations to conduct studies and experiments, put on events, or complete projects more suitable for the outdoors. Partnerships with organizations such as Calypso Farms also provide our students with access to experts in agriculture and potential projects involving our garden.

## Structural

**Grade Configuration: Will there be multiage settings? Will there be a focus that is unique for primary, intermediate, etc?**

**Option A:**

Pearl Creek will begin in year one of initial roll-out with a 6th/7th multi-age class. This cohort is expected to roll up into a 7th/8th grade multi-age class the following year, and continue as a 7th/8th grade multi-age class from there on. Approximately 26 students, 13 from each grade, to be evenly distributed between the two grades, boys and girls, and with a representative of typical IEP and ELP distributions. For example, a current class at Pearl Creek of 26 students will have between 10-15% students on an IEP or 504 plan, and about 10-15% of students qualifying for ELP services. Ideally, the 7th/8th grade class formed at Pearl Creek will be representative of our other classrooms' configurations.

**Option B:**

Straight 7 class, with a smaller cohort (20 students). This would avoid any pitfalls of having 6th graders in a 6/7 blend (math time complications/student council meetings) and give the self-contained 7th grader class more flexibility in scheduling and execution of problem based explorations.

Year two would loop the 7th grade students into 8th and add a contingent of 7th graders in. We expect to lose some of the first year 7th graders to the traditional middle school, leaving more space for new 7th graders for a final total of 26 students.

**Space: Describe how the facility be used, and where classrooms will be located.**

Pearl Creek currently has one vacant classroom available to turn into a 7th/8th grade multi-age class. Depending on the year and our student population, we may shift between having one spare room, or not having a spare room. This could be resolved by moving one of our Special Education Extended Resource (ER) classes or moving our Extended Learning Program (ELP) to a different, smaller location. A shift will alter the ability and instructional capacity of either of these programs, but won't eliminate the services at Pearl Creek.

7th/8th grade students will use the bathrooms by the office.

Alternatively, ThrivAlaska is a private childcare offered at Pearl Creek Elementary. Currently, they use an interior room for childcare from 7:30am to 5:45pm. In the event that full-day kindergarten comes to Pearl Creek, ThrivAlaska will no longer be necessary to provide childcare in the middle of the day. In that event, the interior room would become available to use.

**Note about timing of implementation & building capacity:**

Due to the high enrollment that Pearl Creek already experiences, with 525 students enrolled in Pre-K through 6th grade already, it is important that Full-Day Kindergarten is added before adding 7th & 8th grade. This would allow for any increase in enrollment to be understood prior to bringing on additional grades.

**Resources Needed: Will there be a need for furniture, supplies, equipment?****Classroom Furniture -**

Additional furniture for an intermediate 7/8 classroom will be necessary, specifically a mix of tables, standing tables, chairs and flexible seating for pods and working with technology, bookcases, cabinets. Work stations in the hallway to create quiet study areas for small groups or individuals.

**Library -**

A variety of materials appropriate to 7th and 8th grade students would need to be purchased for the school library. Specifically young adult literature at higher reading levels, and some reference materials. The librarian would have to work with the school and parents to monitor student check-out and insure that only those of the appropriate grade level or with parental permission checked out the more mature materials.

**Library Media -**

Additional computers are necessary to teach library-media skills, computer researching, and digital citizenship. Estimate requiring about 6 additional computers to allow for half a class at a time, or two students to a computer.



**Gym Equipment -**

Skis, snowshoes, skates and helmets for older students. Other equipment that would support outdoor physical activity, fitness and nature explorations, such as sleds for packing materials, dry packing bags for gear, and headlamps.

**Music Equipment -**

Music program would require access to ipads or laptops to facilitate music compositions. Adding in music instruments such as ukuleles to teach instrumental music to older students.

**Fine Arts -**

In order to provide students with a rich art experience, similar to what they might have access to at a middle school, we would require additional materials such as clay for pottery, sewing machines, fabric, and sewing supplies, for Native Alaskan sewing and beading crafts, and yarn for weaving and knitting.

**Schedules/specials: Include building wide schedules if your planning process has created them.**

**Specials - PE, Music, Library, Counseling, Band/Orchestra**

- 2 PE classes, 35 minutes
- 2 General Music classes, 35 minutes
- 1 Library, 40 minutes
- Additional Library time for Study, research and computer access (extra prep)
- 1 counseling session, bi-weekly
- Band & Orchestra offered same as for 4th through 6th grade.
- Recess?
- Lunch in classroom (more discussion on this?)
- Mentoring with PreSchool and Kindergarten for PE - Helping, getting physical activity. (½ class at a time, rest get math instruction); mentoring in general classrooms with reflective debriefing
- Itinerant Art Specialist?

**Physical Education -**

Similar to music, PE could also offer explorations or electives on a rotating schedule offering extended time for classes (45-60 minute blocks). The following ideas for electives were generated; trapping, hunting, fishing, archery, basic hunter education class certification, outdoor survival skills, etc. Collaboration with Fish & Game and Folks School Fairbanks and other related agencies would be beneficial and support the community involvement and/or integration theme.

**Band and Orchestra -**

7th and 8th grade students will have similar access to instrumental band and orchestra as they did in 4th, 5th and 6th grade. Students will be grouped according to scheduling requirements and ability. Instruments can still be borrowed from other schools if needed.

**General Music -**

A wider range of exploration options (electives) could be available during the general music time and monitored by the music teacher. Fine art experiences are possible options; sewing, music composition, book binding, and drumming. These options will require extra time to plan and meet with students. Options for creating a 45-60 minute

block for 4 to 6 week/quarter rotations was discussed. Rotating between Music and PE in order to develop fine arts and fitness was discussed.

#### **Library -**

Possible addition of a one time per week study skills 40-45 minute block to support 7th and 8th grade study, research, computer time, explorations etc. Would be flexible in design to allow for team teaching, assessing, 1 on 1 conferencing, advising etc..

#### **Counseling -**

Assist with development and reflection of the mentorship program. Explore how students learn, what assists skill acquisition, and explore and educate students on the growth mindset; how to develop it in yourself and others. Counselor would continue with bi-weekly sessions unless otherwise warranted. Counselor with help transition 8th grade students into high school much as is done for 6th graders entering traditional middle school.

#### **Student Council -**

7th and 8th grade students would need to take on mentorship roles; class representatives could participate in committees. Student Council leadership, such as President and Vice President would be held for 6th grade students, as the majority of 7th grade students will be moving on to middle school, and we want to maintain 6th grade leadership roles. Additional roles will be provided for 7th/8th grade students; such as Council of Elders, or a Judiciary Branch.

#### **Clarify what is lost and gained:**

##### **Gained:**

- Additional classroom teacher with expertise in Problem Based Learning
- Mentors/role-models for younger students
- Engaged students who want to be part of Pearl Creek's culture
- Increase in choices for Middle School Students
- Smaller school setting for middle school aged students
- More personalized contact time with teaching staff
- Closer/deeper ties to the school community through connections made through problem based learning model

##### **Lost, or at risk:**

- Current and any additional creative physical education activities (tighter schedule)
- Specialists stretched thinner with a larger population to serve; (physical education, general music, band, orchestra, library, speech and language pathologist, school psych., resource, self-contained classrooms/aides, extended learning program, counselor, behavioral interventionist, english language learners, and Alaska native education support services)
- Flex space in our building to accommodate our growing population or hold other activities, events, groups etc.
- Limited age-equivalent peer group and potentially challenging transition to High School
- Limits on math differentiation to 7th/8th graders.

**Timeline for full roll out to the highest grade that will be served:**

Pearl Creek Elementary's first priority is to fully implement a full day kindergarten program. Once this has been successfully established for a year, we can plan for 7th/8th grade options. The implementation of adding 7th and 8th grade class options at Pearl Creek requires two years to reach full implementation. The first year students will either opt to join a 6th/7th grade class, which will roll up to a 7th/8th grade class the following year, or, enter a straight 7th which will become a 7-8 multi-age the following year. Following either option A or B, the class will continue as a single 7th/8th grade multi-age for approximately 26 students.

**Instructional**

**Course offerings and structures: Describe courses and approaches that are unique to this K-8 model.**

- 7th/8th grade multi-age with looping structure
- Problem Based Learning
- Mentoring & Community Service
- Community based field study opportunities
- UAF collaboration and support

**Structures -**

- **Language Arts, Science, Socials Studies and Math** will be integrated through a Problem Based Learning approach, combining disciplines and requiring knowledge and skills across content areas.
- Students will spend most of their time as a **cohort of 7th and 8th grade students**. They will have a homeroom teacher, who teaches most of the core subjects, and guides the integration through the PBL and Community Based experiences.
- A focus on **Community Based experiences**, field trips, community service oriented projects, site based research, and longer trips, is easier for this stand-alone class that has latitude and flexibility.
- **Math** is an area that will have to be taught at specific levels according to student needs, and may require students to work with different teachers. There are several ways to provide leveled instruction:
  - Teacher provides 30 minutes of direct instruction to ½ class while rest of kids are doing mentoring - then, the students switch and the teacher focuses on second half of class and provides instruction at their level. Within each ½ of the class, lessons can be further differentiated by utilizing elements of Personalized Learning, small groups and technology. Additional time will be provided for supported practice.
  - Math could be taught by pulling in another teacher and either team-teaching, or splitting the class. Then, each teacher would further differentiate according to the needs of their group, utilizing elements of Personalized Learning, small groups and technology.
- **Specials** will follow a similar schedule as is currently laid out, with the possible exception of having longer rotations of PE and MUSIC to allow for more in depth explorations. For example, PE could be 45 minutes, 4 x a week for 3, 4 or 6 week rotations, and then transition to Music on a similar schedule.

**Professional Development: If needed, what professional development would support the model?**

Increased professional development in the below areas would be beneficial:

- Delivery models, options and strategies for delivering math instruction with fidelity to expectations
- Delivery models, options and strategies focusing on Problem or Project Based Learning
- On-going technology instruction and support

- Personalized learning guidance and support
- Development of student self assessment/reflection

**Teacher Qualifications: Describe qualifications of teachers that would be unique to the model.**

- Appropriately endorsed elementary school teacher in K-8
- Comfortable teaching 7th and 8th grade math (math 7, advanced 7, math 8, and algebra)
- Strong background in science and/or engineering problem solving processes
- Familiarity with Problem or Project Based Learning model.
- Adept at using technology for instruction and as student learning tool

**Will there be an impact to assessment and/or grading?**

- 7th and 8th grade students will participate in MAP Testing 3 times a year; fall, winter and spring. They will also participate in the State assessment in the spring and NAEP testing as required.
- Math placement testing will be given to students in 6th, 7th and 8th grade to assist with math placement for the next year.
- Teacher will continue to use PowerSchool for grading purposes

**Resources: Describe instructional resources that are unique to the model. What are the must haves? Consider textbooks, labs, library, instructional supplies, equipment, etc**

- Math 7th, 7th advanced, 8th, and Algebra textbooks, calculators and supplies
- Science, Social Studies, and English textbooks and supplies
- Computers (class set of chromebooks), overhead projector, document camera, individual headphones, external speakers, and video equipment
- Larger sizes of skis, snowshoes and skates
- Furniture to support older children

**Other Staffing Needed/Considerations: What are other staffing considerations that will be unique to your model?**

Staff hired for 7th/8th grade classroom should be strong in writing instruction, creative teaching strategies and mathematics. This position will be required to be both independent and team oriented. There is a lot of potential for the 7th/8th grade teacher to collaborate with other teachers, share instructional expertise and even engage in team teaching for portions of the curriculum. In the best circumstance, a teacher will be hired that has a passion for discovery or problem based learning, with a solid mathematics background and an ability to help students discover their own learning opportunities.

Adding 7th and 8th grade to Pearl Creek will result in an additional 20-26 students, or the equivalent of one class. This will increase our school to 20 or 21 classrooms, and has the potential of decreasing our current prep-time from 35 minutes to 30 minutes across the board. This will limit the amount of PE and Music each week and require creative solutions for getting at the contractual number of minutes for teacher's prep. Ideas for that would be to count

weekly counseling as a prep, which limits the counselors flexibility to respond to individual and emergency situations as needed.

If our population continues to increase, for example should the addition of full-day kindergarten increase our population, then maintaining room for an additional class both in the physical building and in our schedule becomes increasingly more difficult.

A consideration to allow for additional prep time for specialists in order to provide creative options for the 7th & 8th grade class.

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# Pearl Creek

## Meeting Schedule

Date	Time	Meeting	Objectives and Focus
11/17/16	3:45pm	Staff Meeting	
10/13/16	4:00pm	Community Meeting	
11/10/16	4:00pm	2nd Community Meeting	
1/17/17	3:30pm	Initial meeting	Set meeting schedule & objectives
1/25/17	3:30pm	1st Meeting	Discuss articles on Problem Based Learning & Revise outcomes for future meetings
2/08/17	3:30pm	2nd Meeting	Look at begining plan and maybe daily schedule options
2/15/17	3:30pm	3rd Meeting	Invite feedback from specialist and student council.
2/22/17	3:30pm	4th Meeting	Prepare for parent review and feedback. Create a flyer to give overview of plan.
2/28/17	3:30pm	5th Meeting	Parent and Staff review in library
3/7/17	3:30pm	6th Meeting	Make final edits to plan, refine further.
3/22/17	3:30pm	7th Meeting	Share with staff at staff meeting
3/29/17	3:30pm	8th Meeting	Shift to focus on PL roll-out
4/12/17	3:30pm	9th Meeting	Shift to focus on PL roll-out
4/26/17	3:30pm	10th Meeting	Student Placement Meeting

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# Pearl Creek

## Committee Members

Last	First	Notes	Contacts
Dow	Tim	<i>Special Ed. Teacher at Pearl Creek</i>	
O'Donnell	TJ	<i>1st grade teacher at Pearl Creek</i>	
Keller	Barbie	<i>4/5/6 Multi-age Teacher at Pearl Creek</i>	

### Feedback from Specialist:

McEwen	Kristi	<i>general music teacher</i>
Dunavin	Scott	<i>PE Teacher</i>
Bartusch	Kjersten	<i>Counselor</i>
Kettle	Anne	<i>Orchestra Teacher</i>
Mogensen	Alison	<i>Band Teacher</i>
Dunavin	Cori	<i>Student Council</i>
Hensel	Jesse	<i>Primary Teacher &amp; STEM Ideas</i>
Baxter	Jerome	<i>Primary Teacher &amp; STEM Ideas</i>

### Parental Involvement & Feedback

Hermann	Diane
Malan	Annette
Carlson	Chris
Wessel	Maria
Tape	Greta
Ward	Michelle
Curwen	Sarah
Williams	Lake
Altepeter	Carol
Agopian	Maite
West	Krista

Neibaur

Whitney

Marcotte

Jill

Alexander

Hannelore



# Salcha Elementary K-8 Model Plan

**Brief Description about the school: Describe purpose, theme or focus. In this area, you can describe how unique this may be, or how limited it may be.**

The community of Salcha desires, and has for quite a few years, expansion towards a K-8 school. A challenge for our school has always been the fluctuation in our student population based on the staffing level of Eielson Air Force Base. When Eielson AFB grows, we grow. The influx of personnel and accompanying families with the anticipated arrival of the F-35s may make our desire to offer a K-8 option unachievable without additional infrastructure.

We originally developed a secondary "school within a school" model at BEJHS where students from Salcha and Crawford could choose either the traditional Jr. High model or a self contained 7th/8th classroom with a single teacher, or two teachers with students rotating between classrooms (ie ELA/SS & Math/Sci). This would allow self contained students to still have electives and sports. This concept was abandoned due to budget cuts at BEJHS.

Our school focus would continue along our core beliefs of:

- Project-based - All subject matters included in authentic learning.
- STREAM - Science, Technology, Reading, Engineering, Art, Math
- Academics with a strong literacy base - we are a reading/writing school
- Outdoor classroom/learning - Place-based learning.
- Citizenship/Service - locally and globally
- Lifetime activities - Keeping our bodies healthy as well as our minds.

## Structural

**Grade Configuration: Will there be multiage settings? Will there be a focus that is unique for primary, intermediate, etc?**

- Multiage - with our small population, the majority of our classes are two grade levels per teacher. Three grade levels per teacher becomes more difficult.
- Combined 7th/8th grade classroom - (community survey strongly opposed a combined 6/7/8)
- Outdoor and lifetime sports for PE
- Community service focus for intermediate
  - Food Bank volunteering, school garden, Salcha Fairgrounds upkeep, etc.
- Peer mentoring

**Space: Describe how the facility be used, and where classrooms will be located.**

All rooms are currently in use as classrooms or a math room. Our math room becomes a fifth classroom when K-6 enrollment increases with Eielson buildup. There is also a portable building on site used for general music and band/orchestra instruction. Dependant on the number of students enrolled and the makeup of the grade levels we could include 7th and possibly 8th with our 6th grade, though a three grade multiage class is strongly opposed by our community survey.

- Outdoor activity instead recess (skiing, snowshoeing, hiking, gardening)
- Older Multiage outdoor PE
- If a 6/7/8 multiage class - could possibly house in current 6th grade classroom (strongly opposed by community survey)
  - Dependent on future enrollment (F-35s)

**Resources Needed: Will there be a need for furniture, supplies, equipment?**

- Additional classroom(s) added onto current building by 2019-2020
  - or
- Additional portable classroom by 2019-2020
  - A combination of two classrooms would replace the current portable that is old and deteriorating.
  - Bathrooms, water source for portable classrooms
- Full-size gymnasium
  - Currently half-sized
- Regulation sized basketball hoops inside & outside
- 7th/8th grade curriculum materials
- Juvenile Literature addition to current library circulation
  - ~\$4,000
- Laptops
- Headphones
- Taller desks/tables/chairs
- Science lab materials
- Larger school kitchen for increased food selections for 7th/8th grade students

**Schedules/specials: Include building wide schedules if your planning process has created them.**

- Additional PE/Health time
  - 6th graders would not receive health instruction while 7th/8th graders would, in a 6/7/8 classroom.
- Math - walk to math grade level instruction (like in enVision) or everyone personalized?
  - Anticipate a wide range from 4th grade - Algebra
- Lunch - because 7th/8th graders have additional choices they may need to be served prior to other grades.
  - How would this affect 6th graders in a 6/7/8 classroom?
- SpEd service times would increase with additional students.
  - Anticipate having a large percentage of those who opt for K-8 receiving services.
- Electives - would be taken care of in classroom setting and project based instruction.
- Recess - alternate lunch and recess between K-3 and 4-8.
  - An increase of recess duty time allotment

**Clarify what is lost and gained:**

- Gain - Community support
  - Families under the same roof longer
  - Easier access for families to their children
    - No gate procedures, closures, difficulties
    - Same start and end times

- Gain - more time with our students who are not yet ready to transition to 6 different teachers with 6 different levels of expectation.
- Gain - intimate knowledge of what our students need.
- Lost - Eielson AFB expansion could increase K-6 enrollment to the point of pushing out 7th & 8th option if additional infrastructure is not put in place.
  - Additional classroom or portable classroom
  - We may start to offer a K-8 and then have to revert back to K-6 within a year or two.
- Lost - flexibility for grade level walk to math, small group/one-on-one intensive reading intervention if math room is used as a classroom.
- Lost - Small groups and one-on-one space for accommodations and focus.

**Timeline for full roll out to the highest grade that will be served:**

- Fall 2018-19
  - 6/7 Classroom
    - Multiage splits dependant on enrollment numbers
- Fall 2019-20
  - 6/7/8 Classroom
    - Multiage splits dependant on enrollment numbers
    - (not supported by survey)
  - Additional or portable classrooms for 7th/8th grade

## **Instructional**

**Course offerings and structures: Describe courses and approaches that are unique to this K-8 model.**

- Outdoor
- Project-based
- Strong literacy based
- Service and citizenship oriented
- If Band/Orchestra, then all students participating
  - Alternate band, orchestra, guitar, etc.

**Professional Development: If needed, what professional development would support the model?**

- Project-based
  - STREAM
- Strong Literacy based
  - LLI - Leveled Literacy Intervention (Fountas and Pinnell)
  - Lucy Calkins - Units of Study (Reading and Writing)
    - To support multiage classrooms
- SEL (Social Emotional Learning)
  - Supporting adolescents
  - Supporting military dependants

- Secondary discipline
- CHAMPS
  - Classroom management and expectations
- Outdoor Curriculum/Learning

**Teacher Qualifications: Describe qualifications of teachers that would be unique to the model.**

- Middle School qualified teacher 6-8 in all general area subjects.
- Band/Orchestra
  - BEJHS, SAL, CRW shared teacher?
- Health 7th/8th Teacher
  - Additional endorsement for PE teacher?
- Counselor
  - K-12
  - SAL/BEJHS shared
- Additional endorsements through Praxis testing

**Will there be an impact to assessment and/or grading?**

- Additional Fountas & Pinnell Benchmark Assessment System (Reading)
- PEAKS
- MAP
- Additional assessment time and devices needed for more students
- Additional space for small groups and accommodations for student assessments
- Additional time for 8th graders with counselor for scheduling high school tract
- Math Interventions

**Resources: Describe instructional resources that are unique to the model. What are the must haves? Consider textbooks, labs, library, instructional supplies, equipment, etc.**

Research costs.

- Juvenile Literature addition to current library circulation
  - ~\$4,000
- Additional Chromebook Cart
  - ~\$12,000
- Lucy Calkins Units of Study 6-8th grade
  - Writing ~\$500
- STREAM - project based materials
- Skis/snowshoes for outdoor activities
  - Grants?
- Attached greenhouse
- Transportation costs
  - Citizenship and Service field trips
    - Busing ~\$250/trip
- Additional and Larger Instruments for Band/Orchestra

**Other Staffing Needed/Considerations: What are other staffing considerations that will be unique to your model?**

Additional students will increase the demands on current staffing levels.

- Staff Qualifications for
  - Middle school teacher with an outdoor/science background
  - Health teacher
  - Reading Specialist
- Additional staffing time for
  - Counseling - currently halftime
  - Nurse - currently halftime
  - Behavior Intervention Aide - currently halftime
  - Library Associate - currently halftime
  - SpEd Aide - increased student times
  - Head Teacher - currently halftime instructional/halftime admin.
  - Band/Orchestra teacher - increased students (currently a 0.2 position)

# Salcha Meeting Schedule

Date	Time	Meeting
Oct. 5, 2016	5:00 pm	Title I Parent Meeting
Oct. 19, 2016	8:00 am	First Staff Meeting
Nov. 10, 2016	8:00 am	Second Staff Meeting
Dec. 7, 2016	4:45 pm	Salcha Community Meeting
Jan. 9, 2017	5:00 - 6:30 pm	Eielson Community Meeting
Feb. 9, 2017	8:00 am	Third Staff Meeting
Feb. 26, 2017		SAL K-8 Options Survey Released
Feb. 27, 2017		SAL K-8 Options Survey link
Mar. 2, 2017		SAL K-8 Options Survey link
Mar. 9, 2017	8:00 am	Fourth Staff Meeting, SAL K-8 Options Survey Results Released to public
Apr. 6, 2017	8:00 am	Fifth Staff Meeting, SAL K-8 Draft Plan
Apr. 6, 2017	3:45 pm	SAL Parent Committee K-8 Meeting
Apr. 13, 2017	8:00 am	Sixth Staff Meeting, SAL K-8 Plan
Apr. 13, 2017	3:45 pm	Salcha Parent Teacher Group Meeting

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# Salcha Committee Members

Last	First	Notes
Brannan	Tori	<i>Head Teacher/ Parent</i>
Wills	Samantha	<i>4/5 Teacher</i>
Morlan	Kirsten	<i>ESSA - RTI/Title I</i>
Donahue	Stefanie	<i>K/1 Teacher/ Parent</i>
Schlumbohm	Ronda	<i>2/3 Teacher</i>
Baker	Maria	<i>Sub/Parent/Title I team member</i>
Lanser	Eric	<i>Parent</i>
Knight	Kelly	<i>Parent</i>

# Ticasuk Full-Day Kindergarten Plan

**Brief Description about the school: Describe purpose, theme or focus. In this area, you can describe how unique this may be, or how limited it may be.**

Since we have limited space at Ticasuk Brown, we feel it is not realistic to plan for full K-8 implementation. However, with the room we have available we would be able to provide four full day Kindergarten classrooms. This model would be extremely beneficial to the North Pole community since we currently have students who do not attend Kindergarten due to the ½ day structure and therefore, this would provide parents the opportunity to send students for the entire day and have students ride the bus. In turn this would provide parents an option for sending students who do not have transportation while allowing students more opportunities and exposure to academics.

## Structural

**Grade Configuration: Will there be multiage settings? Will there be a focus that is unique for primary, intermediate, etc?**

This will not be a multi-age setting. We are looking at four straight full day Kindergarten classrooms.

This will provide parents in North Pole with an option for their Kindergarten students to be in a full day elementary setting.

**Space: Describe how the facility be used, and where classrooms will be located.**

We currently have three classroom Kindergarten classroom that have their own contained bathroom, but we would need to make modifications for the fourth full day classroom. However, we could place one of the Kindergarten classrooms next to a bathroom.

**Resources Needed: Will there be a need for furniture, supplies, equipment?**

Additional curriculum might be needed.

**Clarify what is lost and gained:**

Kindergarten students will have access to general music, PE, library, counselor and the computer lab.

**Timeline for full roll out to the highest grade that will be served:**

We would love to start the full Kinder program starting the Fall 2017



## Instructional

**Course offerings and structures: Describe courses and approaches that are unique to this K-8 model.**

We will offer full day Kindergarten

**Professional Development: If needed, what professional development would support the model?**

More professional development days for the Kindergarten team.

**Teacher Qualifications: Describe qualifications of teachers that would be unique to the model.**

Teachers would need to be certified for Elementary Ed.

**Resources: Describe instructional resources that are unique to the model. What are the must haves? Consider textbooks, labs, library, instructional supplies, equipment, etc.**

We would need to look at resting mats or cots for students to use during their rest period.

**Other Staffing Needed/Considerations: What are other staffing considerations that will be unique to your model?**

We would love full day Kindergarten aides.

# University Park Elementary K-8 Model Plan

**Brief Description about the school: Describe purpose, theme or focus. In this area, you can describe how unique this may be, or how limited it may be.**

Due to space constrictions, UPK's plan is limited to one classroom. Therefore, we plan on a cohort of 6th/7th grade students to roll-up to 7th/8th grade the following year. For this to work, the first year there will be a lottery (spring of 2018) for 13 6th graders to continue as 7th graders (Fall 2018). In the fall of 2019, those 13 students will continue as 8th graders and 13 new 7th graders will join the multi-age, creating a full class of 26 students.

Phase I: 2016-2017 - Design 7/8 plan. Survey parents to determine interest. (8% survey response rate indicative of low interest amongst families)

Phase II: 2017-2018 - Refine plan based on feedback.

Solicit & confirm student enrollment; order materials & supplies; configure room; secure staff; brainstorm potential program growth opportunities.

Phase III: 2018-2019 - Start up of 6th/7th grade to roll-up the next year.

Phase IV: 2019-2020 - First year of implementation of 7th/8th grade class.

Within the self-contained classroom there will be aSTEAM focus with leadership opportunities for the students; use of technology to meet targeted instruction. Electives would include our offerings of band, orchestra, PE, music, and library.

## Structural

**Grade Configuration: Will there be multiage settings? Will there be a focus that is unique for primary, intermediate, etc?**

2018-2019: 6/7th grade multi-age class of 26 students

2019-2020: 7/8th grade multi-age class of 26 students

**Space: Describe how the facility be used, and where classrooms will be located.**

The art/science room (A/S) will be the 7/8th grade room. A/S would need to be conducted in carpeted classrooms and the ELP instruction would need to be relocated.

**Resources Needed: Will there be a need for furniture, supplies, equipment?**

Desks, chairs, and supplies will be needed. Increase of library books and a laptop cart will be needed. The gas and water science station (pedestal) in the current A/S room may need to be removed.

**Schedules/specials: Include building wide schedules if your planning process has created them.**

Thirty minute PE and music will be offered 2x/week and thirty minutes of library and counseling will be 1x/week.

**Clarify what is lost and gained:**

Lost: The A/S room will not be able to be used for "messy" art or science projects. The ELP program will need to be relocated.

**Timeline for full roll out to the highest grade that will be served:**

2018-2019: 7th grade in a 6/7 multi-age

2019-2020: 8th grade in a 7/8 multi-age

**Instructional**

**Course offerings and structures: Describe courses and approaches that are unique to this K-8 model.**

General 7th and 8th grade curriculum: English, Social Studies, Science, Math 7/8, Adv Math 7/8, Health, etc.  
Possible eLearning options for advanced math and foreign languages.

**Professional Development: If needed, what professional development would support the model?**

Classroom management - procedures and routines; high school curricular expectations; use of digital content; and learning units that support STEAM.

**Teacher Qualifications: Describe qualifications of teachers that would be unique to the model.**

Generalist Teacher able to create engaging learning activities embedded with technology. Health curriculum will need to be reviewed and implemented.

**Will there be an impact to assessment and/or grading?**

More devices will be needed to complete the required assessment within the testing window.

**Resources: Describe instructional resources that are unique to the model. What are the must haves? Consider textbooks, labs, library, instructional supplies, equipment, etc.**

Standard middle school resources (textbooks accessed online, increase of library books, desk/chairs, and supplies). Lockers for hallway. One chromebook or laptop cart dedicated for this class. Increase of band and orchestra instruments.

**Other Staffing Needed/Considerations: What are other staffing considerations that will be unique to your model.**

Generalist teacher who can teach in a multi-age setting. Impact on existing staff: special education, band/orchestra, counselor, behavior aide, secretaries, nurse, and library associate.

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# University Park Meeting Schedule

Date	Time	Meeting
11/16/16	3:30	Staff Meeting
11/30/16	3:30 and 7:00	Community Meeting
1/18/17	6:30	First Planning Meeting
2/16/17	6:30	Second Planning Meeting
3/3/17	2:00	Sent survey to all families
3/23/17	6:30	Third Planning Meeting

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# University Park Committee Members

Last	First
Aizstrauts	Kyra
Wallingford	Kim
Lehmann	Cole
Machida	Bridget
Roth	Beth
Edwards	Raeann
Ortis	Julie
King	Krissy
Hullarard	Shiva
Schumacher	Amy
Fogg	Loretta
Walker	Sheri
Rozell	Stephanie
Cochran	Emily
Raskovic	Dejan
Betts	Erica
Cole-Cox	Tina
Barker	Nicole
Morning	Stephanie
Bettisworth	Alex

## Weller K-8 Model Plan

**Brief Description about the school: Describe purpose, theme or focus. In this area, you can describe how unique this may be, or how limited it may be.**

committee describes wishes for maintaining strong science program that Weller is known for, exploratory lab/room and to continue what is good already at Weller. Survey results 52 responses out of 451 sent to ranged from "I want my kids to focus not be distracted by themes/ideas" to "I want my child to go to Tanana" to "Community service or self sufficiency or athletics or hands on projects or home ec". Committee requested mini questionnaire be sent to 73 parents of current 5th grade students to ask if K-8 were to happen, would they want their child to stay at Weller for 7th grade fall of 2018 & 10 responses came back (even with reward of an ice cream from Mrs. W.)

Define what your school wants to be known for. Will there be a focus or theme? Strong science focus & to improve what we already have. Survey results did not support a theme.

### Structural

**Grade Configuration: Will there be multiage settings? Will there be a focus that is unique for primary, intermediate, etc?**

Strong interest in maintaining & improving science

Multi-age or grade combination classes will be determined by evening out class size numbers. However, survey results showed that most parents do not want their child in a 6/7 class, 7th/8th class or a 6/7/8 class.

**Space: Describe how the facility be used, and where classrooms will be located.**

Rooms 27 & 28 for 7th and 8th grades

Room 23 for Exploratory Lab

Parents concerned that classes will be overcrowded & 7th/8th will take away from younger grades

**Resources Needed: Will there be a need for furniture, supplies, equipment?**

Of course- desks or tables, chairs, need textbooks, library books, technology increase, exploratory lab equipment & setup,

**Schedules/specials: Include building wide schedules if your planning process has created them.**

Our 2 preschool sped classes will have to combine into one specials session a day

Lunch schedule- lunch options for 7-8

Recess for 7th/8th would need supervision.

PE & General Music schedules would be tight.

**Clarify what is lost and gained:**

Losses: traditional Middle School experience would not be feasible or desirable in a K-8 setup; electives; extracurricular sports; more difficult transition to HS;

Gains: families/siblings can stay in same school longer; leadership opportunities for older students: student council, yearbook, mentoring, community service.

**Timeline for full roll out to the highest grade that will be served:**

7th- Aug. 2018, 8th- Aug. 2019?

**Instructional**

**Course offerings and structures: Describe courses and approaches that are unique to this K-8 model.**

Consider adding sped resource teacher/aide/clerk time; additional SLP and/or aide. Orchestra, Band, ELP, General Music, PE, would be electives to choose from in pm. Science teacher would have to teach health? LA & math teacher need to be endorsed in MS subjects to teach.

Survey results showed that 22 parents want their child to have electives; 22 want extra curricular options; 10 want lockers; 16 want their child to have different teachers for different subjects; 25 want a science lab; 11 want their child to participate in community service projects; 25 want their child to have technology; 3 want additional electives; 22 want cross country running; 11 want basketball; 26 want cross country skiing; 10 want science fair work nights; 6 want jump rope; 15 want foreign language; many other activities such as Math Counts, lego robotics, gardening, baseball, theatre, drama, dance, softball, soccer, track, music, cheerleading, art, wrestling, swimming, guitar.

21 primary parents do not want their student to rotate teachers for Core subjects

18 do, 11 say maybe

9 intermediate parents do not want their child rotating to teachers for Core subjects, 35 do, 8 maybe

Zero parents do not want their child to rotate teachers for 7th & 8th grades, 50 do, 2 maybe

**Professional Development: If needed, what professional development would support the model?**

STEM, NGSS Science Standards, Growth and Development of Adolescents & how they learn best, Behavior management techniques for 7<sup>th</sup> students; Health

**Teacher Qualifications: Describe qualifications of teachers that would be unique to the model.**

Need certified math, science & English & SS teachers to teach 7th and 8th grade students if our plan is that 1 teacher teaches all math; increased Special Ed resource help; currently there are 37 intermediate orchestra students will need additional orchestra teacher for 7th & 8th graders or increased time at Weller: where will these people come from? Science teacher could teach 7<sup>th</sup> health or we need a health endorsed teacher; To be determined by HR, state & ESSA

**Will there be an impact to assessment and/or grading?**

More students to test, not enough digital equipment available, as it is, we have to take all 4 weeks of April to test at Weller.

**Resources: Describe instructional resources that are unique to the model. What are the must haves? Consider textbooks, labs, library, instructional supplies, equipment, etc.**

Add library books for 7th and 8th grade students: instructional supplies and equipment to support a Science Exploratory Lab, 2 chromebook carts,  
Larger desks, chairs, textbooks, tables, electronic textbooks, PE equipment

**Other Staffing Needed/Considerations: What are other staffing considerations that will be unique to your model?**

Strong science teachers needed for 7th & 8th grades.



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# Weller

## Meeting Schedule

Date	Time	Meeting	Notes
Nov. 9	3:10	Staff Meeting	
Nov. 30	6:30	Community Meeting	<i>Introduction of K-8 initiative</i>
Jan. 18	6:30	First Planning Meeting	<i>Focus or Theme</i>
Feb. 16	6:30	Second Planning Meeting	<i>Prepare survey questions</i>
Mar. 28	6:30	Third Planning Meeting	<i>Review survey results</i>

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# Weller Committee Members

Last	First	Notes
Sefton	Sarah	<i>parent</i>
Munari	Kristy	<i>staff- primary certified</i>
Weckesser	Lynn	<i>Principal</i>
Forbes	Carrie	<i>parent</i>
Wappett	Jenny	<i>parent</i>
McCormack	Tiffany	<i>parent</i>
Tansy	Kristine	<i>parent</i>
Simmons	Nora	<i>PE teacher</i>
Kraska	Matt	<i>intermediate teacher</i>
Sloger	Tyler	<i>Special Educator</i>
Wappett	Courtney	<i>parent</i>
Groves	Teresa	<i>parent</i>

## History of K-8 in the Fairbanks North Star Borough School District

Date	Description
March 2015	Parents, in a 2014 strategic planning survey, expressed a desire for additional choices for their children in elementary setting.
June 2015	Strategic Plan identifies K-8 Magnet as an option for choice in the strategic plan. Board directs administration to present information on magnet model at work session.
November 2015	Board directs administration to expand beyond single magnet model and explore converting neighborhood schools to K-8 schools to provide choice for parents to have children attend K-8 or middle school.
School Year 2015 - 2016	Administration initiates the K-8 Work Group that engages principal, staff, and parents to develop considerations for K-8. Work group developed survey and considerations presented to the Board in June 2016.
Spring Semester 2016	<p>Superintendent meets with Ryan Middle School, Tanana Middle School and Randy Smith Middle School PTAs.</p> <p>Assistant superintendent meets with Ryan Middle School, Tanana Middle School and Randy Smith Middle School, and North Pole Middle Schools.</p>
June 2016	Superintendent presents four recommendations to the Board for consideration.
August - November 2016	<p>Superintendent and assistant superintendent meet with Weller Elementary School , Joy Elementary School, and Tanana Middle School PTA and school communities.</p> <p>Superintendent meets with Fairbanks Council of PTAs.</p> <p>Superintendent and assistant superintendent meet with School Advisory Council.</p> <p>Superintendent and assistant superintendent meet with North Pole community.</p>

October 2016	<p>School Board hosts public hearing and continues to provide opportunities for public comment at school board meetings.</p> <p>Board directs administration to facilitate the planning of K-8 models in all elementary schools that have at least one classroom available for additional 7th and 8th grade students.</p> <p>Administration and principals assess capacity, and develop staff and community meeting templates for site presentations to staff and community.</p>
November - December 2016	Principals present information to staff and community about K-8 model development.
January - April 2017	Principals facilitate the development of each school's K-8 model.
May 2017	School models provided to the Board.

### District K-8 Facilitation Planning Meetings

October 20, 2016	Review school capacity
October 27, 2016	Develop staff and community stakeholder presentations
November 3, 2016	Continue to develop staff and community Stakeholder Presentations Begin Staff Meeting and Community Meeting Facilitation Plans
November 10, 2016	Information for the principal facilitator on technical changes and adaptive challenges
November 22, 2016	Build and understand the elements of the model that will be created
November 28, 2016	Determine planning meeting structures and protocols for site facilitation
January 10, 2017	Complete timeline and plan for meetings, set calendar, set team membership.
February 2, 2017	Develop and review survey questions for site K-8 teams to use in getting feedback from school community
March 2, 2017	Develop questions for departments from site K-8 teams
March 23, 2017	Meet with departments to address questions from site K-8 teams
April 17, 2017	Peer review and wrap up