

**FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT  
BOARD OF EDUCATION**

**August 31, 2015**

**Work Session: Strategic Assessment Program & Strategic Plan Update,  
Including the Independent Learning Center (ILC), BEST Expansion, and a  
Magnet School**

**6:30 p.m.**  
Board Room  
Administrative Center  
520 Fifth Avenue

**AGENDA**

- 1. Call to Order**
- 2. OUR MISSION** is to provide an excellent and equitable education in a safe, supportive environment so all students can become productive members of a diverse and changing society.
- 3. Roll Call**
  - Heidi Haas, President
  - Wendy Dominique, Vice President
  - Allyson Lambert, Treasurer
  - Lisa Gentry, Clerk
  - Sue Hull, Member
  - Michael O'Brien, Member
  - Sean Rice, Member
- 4. Strategic Assessment Program**
  - o Current Assessment Schedule & Budget
  - o Assessment Options and Reports
  - o Assessment Recommendation
- 5. Strategic Plan Update**
  - o Action Plan Overview
  - o Independent Learning Center (ILC) and BEST Expansion
  - o Magnet School
- 6. Board Comments/Announcements**
- 7. Adjournment**

**Executive Session:** The board reserves the right to enter into executive session on any agenda item as and to the extent allowed for in State law. Executive sessions will be entered into by motion for the following subjects as permitted by law: (1) matters the immediate knowledge of which would clearly have an adverse effect upon the finances of the District; (2) subjects that tend to prejudice the reputation and character of any person, provided that the person may request a public discussion; (3) matters which by law, municipal charter, or ordinance are required to be confidential; (4) matters involving consideration of government records that by law are not subject to public disclosure. Motions to go into executive session should specify the subject of the proposed executive session without defeating the purpose of addressing the subject in private. Reference: AS 44.62.310 and Board Policy 264, D.

Work Sessions are an opportunity to study and review, in-depth, matters that may be too lengthy for a regular or special meeting. No action may be taken at a work session. All work sessions, special, and regular meetings are open to the public.

**Work Session**

**August 31, 2015**



**MEMORANDUM**

Date: August 31, 2015

To: School Board Members

From: Dr. Karen Gaborik, Superintendent 

Re: Work Session: Assessment

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District administration has identified two options for nationally norm-referenced assessments that have the capability of providing national student achievement comparison data. The two options include TerraNova and Northwest Evaluation Association Measures of Academic Progress (MAP).

The district has been utilizing the paper/pencil version of TerraNova and parents are familiar with the reports. TerraNova is currently not aligned, however, to district curriculum or state standards. Classroom teachers typically do not use information received from the TerraNova reports to inform instructional practice. TerraNova is available online at a slightly higher cost per grade level than the paper/pencil version.

MAP is a nationally normed test that is aligned to the Common Core and thus generally aligned to the Alaska State Standards, and our research indicates 64% of Alaska school districts use MAP. MAP can be administered once annually as a single summative assessment in specific grade level bands one time per year to provide national comparative data. It can also be administered three times per year (fall, winter and spring) to provide progress-monitoring data for the purposes of Response to Intervention (RTI) support. In addition to RTI, MAP can be utilized as a formative assessment tool to determine progress toward student learning objectives established by teachers as part of the new educator evaluation system. A number of teachers who utilized MAP last year in a district pilot requested continued access for formative assessment purposes. The cost of MAP is slightly higher than TerraNova, but the potential application is greater.

Recommendation

It is recommended that MAP be selected for use as a single, summative, nationally norm-referenced assessment administered in early February 2016 to all students in grades 5, 7 and 9. Purchase of a district license will provide not only national student achievement comparison data in those grade levels but also allow teachers the option of selecting it as a formative assessment tool at any grade level. It is recommended that in future years, administration of MAP be expanded to three times per year and grade levels systematically added until MAP is fully implemented in grades 1 – 8. In order for this model to be effective, training for teachers and administrators regarding the use of MAP data will be required.

# Tentative

Updated 8/19/15

## 2015-2016 Assessment Schedule

Assessment	District Cost/ Grade Level	Grade Level												
		K	1	2	3	4	5	6	7	8	9	10	11	12
Kindergarten Development Profile	\$4,000	Aug. 19— Aug. 26												
AIMSweb	\$6,000	September, January, and May												
NNAT*	\$2,700				Sep 1—Sep 11									
TerraNova 3rd Ed.	\$13,200**						Feb. 8-12		Feb. 8-12					
ACT In-School	State expense												March 1	
SAT School Day	State expense												March 2	
WorkKeys	State expense												Nov. 9—Apr. 1	
ACCESS for ELLs	State expense	February 1—March 31												
NAEP***	Federal expense					***				***				
Alternate Assessment/DLM	State expense				March 14—March 30									
Alaska Measures of Progress Online	State expense				March 28—Apr 15									

\*Naglieri Non-Verbal Ability Test— Used for determining eligibility for Extended Learning Program

\*\*Costs would be \$21,985 for each additional grade level in the first year (cost of ordering new test books which can be re-used each following year)

\*\*\*NAEP testing is conducted every other year (2014-2015, 2016-2017, etc)

**Notes:**

- ◆ The HSGQE was repealed as a requirement to graduate with a high school diploma. Students are now required to take the ACT, SAT, or WorkKeys to graduate with a high school diploma. ACT and SAT testing days are decided by EED.

### ASSESSMENT COMPARISONS (Aug 2015)

	<b>MAP Online</b>	<b>TERRANOVA 3<sup>rd</sup> Edition Online</b>	<b>TERRANOVA 3<sup>rd</sup> Edition Paper/Pencil</b>
Cost per grade level (assuming 1,000 students)	<b>\$13,500</b> <sup>1</sup>	<b>\$15,000</b>	<b>\$13,200</b>
Cost for grades 5, 7, and 9 (first year)	<b>\$41,500</b>	<b>\$48,000</b> <sup>2</sup>	<b>\$48,385</b> <sup>3</sup>
Cost for grades 5, 7, and 9 (continuing)	<b>\$41,500</b>	<b>\$45,000</b>	<b>\$39,600</b>
Grade Levels Available	K-12	2-12	2-12
Computer Adaptive	YES	NO	NO
Number of Students Tested Nationwide	6.7 million (fall 2014)	Refused to provide	Refused to provide
Number of Alaska Districts Using the Assessment	36	Refused to provide	9
Subjects	Reading, Language Usage, Math	Reading, English Language Arts, Math	Reading, Language, Math
Test Time	45 min/test	1 hour/test	1 hour/test
Growth Scores and Growth Projection Reported	YES	NO	NO
Wait time for Scores	Immediately (24 hours for large reports)	5-7 business days	Couple months
Times Tested Per Year	Fall, Winter, Spring	Once in February	Once in February
Nationally Norm-Referenced Scores Reported	YES	YES	YES
Access to Knowledge Academy	YES	NO	NO
Correlation Study with ACT <sup>4</sup>	YES	NO	NO

1 Cost will be 13.50 per student which includes testing 3 times a year (Fall, Winter, and Spring)

2 One-time setup fee of \$2,150 and mandatory professional development webinar (\$850) – onsite training would be \$3,400

3 Extra grade level (9) requires purchase of additional test books and answer sheets – Adds another \$8,785 in costs

4 College Readiness Benchmark Study defined cut-points in grades 5-9 MAP scores for predicting if a student will meet the ACT benchmark

Note: MAP test would be an extra \$2.50 per student with the addition of science (about \$2,500 per grade level)

## ASSESSMENT SYSTEM INTERVIEWS

	<b>ANCHORAGE</b>	<b>JUNEAU</b>	<b>KENAI</b>	<b>MAT-SU</b>
MAP Assessment?	<b>Pilot 15-16</b>	<b>Yes (6 years)</b>	<b>No</b> (don't have the resources)	<b>Yes (9 years)</b>
MAP Grade levels?	<b>Middle School</b>	<b>K-10</b>	<b>N/A</b>	<b>K-10</b>
Implement RTI?	<b>Aimsweb (K-8)</b>	<b>MAP and Dibels</b>	<b>Aimsweb (K-6) Performance series (middle school)</b>	<b>Aimsweb &amp; MAP</b>
Early Literacy Requirement?	<b>Aimsweb</b>	<b>Dibels</b>	<b>Aimsweb</b>	<b>Aimsweb</b>
Continue TerraNova?	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>
Norm-referenced Scores?	<b>Aimsweb</b>	<b>MAP</b>	<b>Aimsweb, Performance Series</b>	<b>Aimsweb, MAP</b>

Why does your district no longer administer the TerraNova?  
(notes from interviews with mostly District Test Coordinators)

### **Anchorage –**

When the district would be required to pay for the assessment on its own, the cost was an issue. Staff in the district felt over-tested. The district was moving away from paper/pencil testing. Cleaning the books and inventory was costly in staff resources. The assessment was only given in two grade levels – Big disconnect with staff practices and TerraNova. Barely any teachers and schools used the TerraNova.

### **Juneau –**

Applied for a waiver so that they didn't have to administer TerraNova and replaced the data with MAP results. Use of TerraNova for planning and evaluation dramatically changed when only grades 5 & 7 were tested after the implementation of the SBAs. TerraNova used to be in grades 4, 5, 7, and 9. With only one grade tested in most schools it was not viewed as something to consider for decision making.

### **Kenai –**

Schools were not using the TerraNova for anything. Most schools had either Aimsweb or Performance results and decisions were made using that data. TN was only a one-shot deal (once a year vs. 3 times a year with Aimsweb). TerraNova did not measure growth. Results take too long to get after testing is completed. Interviewee believed it was ridiculous to make decisions with an assessment that tested only two grade levels. There wasn't any continuity.

### **Mat-Su –**

The MAP assessment was well established when the TerraNova requirement was removed. They felt like the TerraNova was a duplicate assessment and there was too much testing. They applied for the waiver to not test the TerraNova and provide MAP scores. MAP is used to flag students for further testing for the extended learning program. TerraNova results were not often used.

# MAP® Reports

## Online Individual Student Progress Report (Graphic Format)

Displays student scores as compared to district average and NWEA norm group average in graphical format.

- 1 **Gx:** The text above each vertical line on the graph represents the student's grade at the same time the test occurred.
- 2 **Student RIT Score Line:** The RIT score the student received on each growth test. This line may contain a dashed portion following the most recent test event to represent projected growth over the next instructional year. Projected growth is the average fall-to-fall or spring-to-spring RIT growth of students who were in the same grade and began the growth comparison period at a similar achievement level as observed in the most recent NWEA norming study.
- 3 **District Average RIT Line:** This line represents the average score for all students in the school district in the grade who were tested at the same time.
- 4 **Norm Group Average Line:** This line represents the average score for students who were in the same grade and tested in the same term as observed in the most recent NWEA norming study.
- 5 **Goal Performance:** Each goal area included in the test is listed along with a goal strand RIT range or descriptive adjective of the students score.
- 6 **Lexile® Range:** A score (displayed as a 150-point range) resulting from a correlation between NWEA's RIT score and the MetaMetrics® Lexile® scale that helps identify reading material that is at an appropriate difficulty level for an individual student.

### NWEA Sample District 2 Student Progress Report for *Aunspaugh, Darwin N.* Three Sisters Elementary School

Student ID: SF0500052

#### Mathematics

**Mathematics Grade Performance - Spring 2008**

Number Sense	Level
Algebraic Methods	Low
Data Analysis & Probability	Low
Geometry Concepts	Low
Measurement	High
Computation	High

#### Language Usage

**Language Usage Grade Performance - Spring 2008**

Topics/Issues / Organization	High
Vocabulary / Style / Tone	High
Content / Style / Organization	High
Capitalization / Punctuation / Spelling	High

#### Reading

**Reading Grade Performance - Spring 2008**

5 **Read a Variety of Material**  
Apply Thinking Skills to Read  
Locate, Select, Use Info  
Read / Research / Locate

6 **Lexile® Range: 750-850**

**Explanatory Notes:**

**Success/Fail**  
The test success/fail vertical line on the graph represents the person (initial, Succeeded, W/struggle, Unsuccessful) and the year the test was administered.

**Gx**  
The text above each vertical line on the graph represents the student's grade of the time the test event occurred.

**Event Date**  
The date along the vertical axis represents the date the test event occurred.

**Test Line**  
Test events are plotted on the "Y" axis of the graph using the time interval between test event dates to reflect a solid line between test events accurately.

**Student RIT Score Line**  
The RIT score your child received on each test. This line will contain a dashed portion following the most recent test event to represent projected growth over the next instructional year. This is the most helpful indicator of long-term RIT growth that was observed in the most recent norming study for students who had the same starting instructional term RIT score.

**District Avg RIT**  
This line represents the average score for all students in the school district in the grade who were tested at the same time as your child.

**Norm Group Avg**  
This line represents the average score for all students in the norm group across NWEA's RIT Scale. It is a study-wide score in the same grade and tested in the same portion of the instructional year (e.g., fall or spring).

**Goal Performance**  
Point(s) of goal strand in the test is listed along with a descriptive adjective of the student's score. The number indicates the level of the goal strand (1 of all percentages, avg. of all percentages, avg. of all percentages, avg. of all percentages).

**Lexile® Range**  
A score displayed as a 150-point range resulting from a correlation between students' scores and the MetaMetrics® Lexile® scale that helps identify reading material that is at an appropriate difficulty level for an individual student.

NWEA Student Progress Report  
Version 2.05.00  
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Generated on: Tuesday, November 11, 2008  
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# MAP® Reports

## Teacher Report (by RIT Ranges)

Displays teachers' class data for current testing term sorted by RIT score.

- 1 **Goal Performance:** These columns summarize the students' performance in the goal strands tested in this subject. **Goal Strand RIT Ranges** will display in these columns only if a student took a Survey w/ Goals Test.
- 2 **Test Type:** S/G - Survey w/ Goals; SUR - Survey
- 3 **RIT Score:** The student's overall scale score on the test.
- 4 **Standard Error of Measurement:** An estimate of the precision of the achievement (RIT) scores. The smaller the standard error, the more precise the achievement estimate is.
- 5 **RIT Range:** If a student took the test again relatively soon, the score would fall within this range about 68% of the time.
- 6 **Percentile Rank:** The percentage of students in the national norms group for this grade that this student's score equaled or exceeded.
- 7 **Percentile Range:** The range of percentile scores corresponding to the RIT range. Similar to RIT range, if a student were to take the test again soon, the score would fall within this percentile range 68% of the time.
- 8 **Lexile® Range:** A score (displayed as a 150-point range) resulting from a correlation between NWEA's RIT score and the MetaMetrics Lexile scale that helps identify reading material that is at an appropriate difficulty level for an individual student.
- 9 **Mean RIT:** Average score of students in this class for this content area.
- 10 **Standard Deviation:** Indicates the variability of RIT scores within this group. A larger standard deviation generally reflects a wider range of scores and achievement within a class.
- 11 **Median RIT:** Middle score of this class for this content area.

Teacher Report - Reading Fall 2011											1 Goal Performance		
School: Eastland Junior High (NWEA Sample District) Class: 66 Farmer Read Period3 Teacher: Farmer, Farmer Test: Reading Goals Survey 6+ IN Version 2											Word Recog / Fluency /Vocab	Reading Comp	Literary Response & Analysis
Student ID	Name	Grd	2 Test Type	Test Date	3 RIT	4 Std Err	5 RIT Range	6 %ile	7 %ile Range	8 Lexile® Range			
12341585	Elizabeth, M. E.	7	S/G	Aug 26	207	3.3	204-210	27	21-36	533-783	200-211	208-222	188-208
12340037	Gary, J. H. J.	7	S/G	Aug 26	215	3.3	212-218	47	39-56	789-919	214-226	207-219	207-218
12340217	Courtney, K. N. J.	7	S/G	Aug 26	218	3.2	213-219	50	42-59	785-936	212-223	202-214	215-226
12341304	Skyler, L. E. D.	7	S/G	Aug 26	218	3.2	213-219	50	42-62	794-944	202-216	215-226	214-225
12341046	Lonan, D. L. R.	7	S/G	Aug 26	216	3.3	213-219	50	39-58	781-931	210-221	217-230	203-214
12340421	Nathan, T. I. A.	7	S/G	Aug 26	217	3.8	213-221	53	42-62	801-951	215-229	200-212	218-229
12340249	Allison, B. Y. M.	7	S/G	Aug 26	216	3.2	215-221	56	47-68	833-963	212-223	215-227	212-223
12340883	Denus, M. I. A.	7	S/G	Aug 26	220	3.3	217-223	62	53-74	865-1015	218-229	213-225	213-224
12340194	Et/Von, B. Y. E.	7	S/G	Aug 26	221	3.3	218-224	65	58-76	890-1038	221-233	214-226	211-223
12340506	Alejandra, R. T. L.	7	S/G	Aug 26	221	3.2	218-224	65	56-76	884-1034	218-229	219-230	211-222
12340906	Adolphus, G. T. J.	7	S/G	Aug 26	221	3.3	218-224	65	53-74	875-1025	214-226	211-222	220-232
12340556	Rache1, D. N. B.	7	S/G	Aug 26	221	3.3	218-224	65	53-74	872-1022	213-225	213-225	218-230
12341082	Montie, K. I. A.	7	S/G	Aug 26	222	3.3	219-225	68	59-76	894-1044	217-228	221-233	211-222
12340473	Jordan, N. R. N.	7	S/G	Aug 26	224	3.3	221-227	74	65-84	940-1090	216-227	225-237	219-227
12340732	Donnalisha, Z. Y. S.	7	S/G	Aug 26	224	3.2	221-227	74	65-84	940-1090	217-228	213-225	225-238
12340024	Lavonna, M. A. T.	7	S/G	Aug 26	225	3.3	223-229	79	71-87	977-1127	226-236	218-231	217-228
12340981	Keitha, L. N. I.	7	S/G	Aug 26	227	3.3	224-230	81	74-89	994-1144	223-235	218-229	224-238
12340470	Robert, G. Y. R.	7	S/G	Aug 26	227	3.3	224-230	81	74-87	985-1135	226-239	221-232	216-229
12340046	Tabilla, B. Y. L.	7	S/G	Aug 26	237	3.5	234-241	98	83-98	1187-1317	224-236	243-264	228-240

Totals For: Reading Goals Survey 6+ IN Version 2														
9	Students:	19									Mean:	221.5	221.7	220.0
	Mean RIT:	220.8									Std Dev:	7.2	10.1	7.8
	Std Dev:	6.3									Median:	222	220	221
	Median RIT:	221												

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# MAP<sup>®</sup> Reports

## Student Growth Summary Report

Summarizes the term-to-term growth of all students by school, subject and grade.

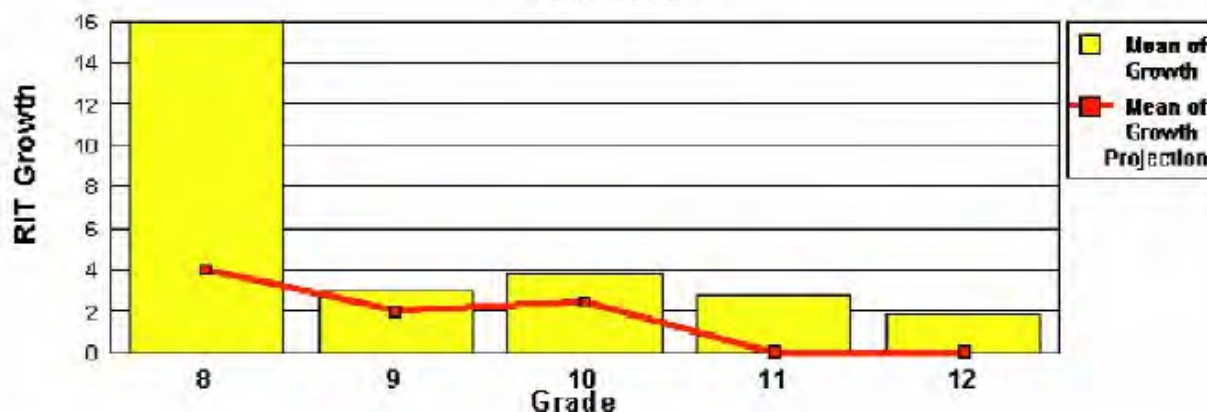
- 1 Count:** The number of students with beginning and ending term RIT scores. This is the number on which all other data in the same reporting unit (e.g., grade) are based.
- 2 Growth - Mean:** The average change in RIT scores from starting term to ending term (ending minus starting RIT)
- 3 Growth - Standard Deviation:** The standard deviation of the term-to-term RIT score change. About 68% of the growth scores would be expected to be in one standard deviation below the mean and one standard deviation above the mean.
- 4 Growth - Sampling Error:** Amount of measurement error associated with the term-to-term growth. If the group could be tested again over the same period with comparable tests, there would be about a 68% chance that term-to-term growth would fall within a range defined by the term-to-term growth plus and minus the Growth Standard Error.
- 5 Mean Growth Projection:** The average of the individual student growth projections. Individual growth projections are defined as the average amount of RIT growth observed for students in the latest NWEA norming study who started the year with the same RIT score as the individual student.
- 6 Growth Index:** The RITs by which the student exceeded the Projected RIT (plus values), fell short of the Projected RIT (minus values), or exactly met the Projected RIT (0).
- 7 Percent of Projection:** This is the total student growth divided by the total of Projected RITs expressed as a percentage. It shows the proportion of the overall RIT growth projections achieved by the students. Performance of 100% is considered average, meaning the student growth equaled the projections. Use in conjunction with the "Percent Meeting Growth Projection."
- 8 Count Meeting Growth Projection:** The number of students in this reporting unit that met or exceeded their individual Growth Projection.
- 9 Percent Meeting Growth Projection:** The percentage of students in the reporting unit that met their individual Growth Projection.

### Student Growth Summary - Fall 2010 to Spring 2011

District: NWEA Sample District 2  
School: Mt. Adams High School

Mathematics	Grade (Spring 2011)	1 Count	Fall 2010		Spring 2011		2 3 4 Growth			5 Mean <sup>5</sup> Growth Projection	6 Growth Index	7 Percent of Projection	8 Count Meeting Growth Projection	9 Percent Meeting Growth Projection
			Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Sampling Error					
Grade 8		2	*	*	*	*	*	*	*	*	*	*	*	*
Grade 9		88	227.0	18.4	229.9	19.4	2.9	7.5	0.8	2.0	1.0	149.4	50	56.8
Grade 10		74	233.3	21.4	237.1	21.2	3.8	8.1	0.9	2.5	1.4	155.5	43	58.1
Grade 11		73	233.7	17.1	236.4	16.8	2.7	7.6	0.9					
Grade 12		5	*	*	*	*	*	*	*					

### Mathematics





# MAP® Reports

## Grade Report

Displays student results by school and grade level groups for the most recent test season.

- 1 Goal Performance:** These columns summarize the students' performance in the goal strands tested in this subject. **Goal Strand RIT Ranges** will display in these columns only if a student took a Survey w/ Goals Test.
- 2 Test Type:** S/G - Survey w/ Goals; SUR - Survey
- 3 RIT Score:** The student's overall scale score on the test.
- 4 Standard Error of Measurement:** An estimate of the precision of the achievement (RIT) scores. The smaller the standard error, the more precise the achievement estimate is.
- 5 RIT Range:** If a student took the test again relatively soon, the score would fall within this range about 68% of the time.
- 6 Percentile Rank:** The percentage of students in the national norms group for this grade that this student's score equaled or exceeded.
- 7 Percentile Range:** The range of percentile scores corresponding to the RIT range. Similar to RIT range, if a student were to take the test again soon, the score would fall within this percentile range 68% of the time.
- 8 Mean RIT:** Average score of students in this class for this content area.
- 9 Median RIT:** Middle score of this class for this content area.
- 10 Standard Deviation:** Indicates the variability of RIT scores within this group. A larger standard deviation generally reflects a wider range of scores and achievement within a class.

Grade Report - Language Usage - Fall 2011 - By Test RIT											1 Goal Performance			
School: Eastland Junior High Grade: 7 Language Goals Survey IN Version 2														
Student ID	Name	Grd	2 Test Type	Test Date	Term	3 RIT	4 Std Err	5 RIT Rng	6 %ile	7 %ile Rng	Writing Strategies & Skills	Conventions Grammar & Usage	Conventions Mechanics of Write	
12340060	Jacob, L. A. J.	7	S/G	Aug 23	FA04	230	3.0	227-233	90	83-94	222-232	226-236	226-237	
12340709	Jill, M. A. S.	7	S/G	Aug 23	FA04	230	2.8	227-233	90	83-94	228-237	224-235	223-233	
12341447	Taylor, J. A. D.	7	S/G	Aug 23	FA04	230	3.0	227-233	90	83-94	224-234	226-238	223-233	
12340013	Holly, D. N. J.	7	S/G	Aug 23	FA04	231	3.1	228-234	91	86-95	229-240	222-233	225-235	
12340981	Kyann, D. N. M.	7	S/G	Aug 23	FA04	231	3.0	228-234	91	88-95	229-236	222-232	229-240	
12340185	Wesley, T. S. C.	7	S/G	Aug 23	FA04	231	2.9	228-234	91	88-95	227-237	221-231	231-242	
12340732	Donnelisha, Z. Y.	7	S/G	Aug 23	FA04	232	3.0	229-235	93	88-96	228-236	218-229	236-249	
12340267	Joshua, B. N. D.	7	S/G	Aug 23	FA04	232	3.0	229-235	93	88-96	224-234	224-234	234-247	
12340279	Tyree, N. N. L.	7	S/G	Aug 23	FA04	233	3.0	230-236	94	90-97	218-229	234-246	230-242	
12340220	Aaron, R. N. M.	7	S/G	Aug 23	FA04	234	3.1	231-237	95	91-97				
12341046	Nayeli, A. A. L.	7	S/G	Aug 23	FA04	234	3.1	231-237	95	91-97	228-237	227-237	234-247	
12340453	Katlyne, K. Y. M.	7	S/G	Aug 23	FA04	235	3.0	232-238	96	93-98	225-235	235-246	231-242	
12340046	Tabitha, B. Y. L.	7	S/G	Aug 23	FA04	235	3.0	232-238	96	93-98	235-246	234-248	221-231	
12340194	Et'Von, B. Y. E.	7	S/G	Aug 23	FA04	237	3.1	234-240	97	95-98	231-240	230-241	235-248	
12340125	Anna, M. L. N.	7	S/G	Aug 23	FA04	238	3.1	235-241	98	96-99	237-247	233-244	229-239	
12340771	Brittany, S. A. R.	7	S/G	Aug 23	FA04	238	3.0	235-241	98	96-99	231-241	239-251	229-240	
12340017	Kolby, M. E. N.	7	S/G	Aug 23	FA04	238	3.1	235-241	98	96-99	235-245	231-242	232-243	
12340393	Stacia, J. E. C.	7	S/G	Aug 23	FA04	238	3.1	235-241	98	96-99	231-241	236-246	233-245	
12341059	Alisha, M. W. R.	7	S/G	Aug 23	FA04	239	3.2	236-242	98	97-99	226-236	242-257	236-249	
<b>Grade 7 Totals For: Language Usage</b>											High	62	64	67
											Avg	34	27	37
											Low	17	22	19
8 Mean RIT											Mean	220.6	221.0	220.9
9 Median RIT											Median	222	223	222
10 Std Dev											Std Dev	11.2	12.1	11.7

# Individual Profile Report

TerraNova™, Third Edition

TERRANOVA<sup>3</sup>

COMPLETE BATTERY

## Individual Profile Report

GARY JONES

Grade: 3.7

### Purpose

This report presents information about this student's performance on *TerraNova*. Page 1 describes achievement in terms of performance on the objectives. Together with classroom assessments and classwork, this information can be used to identify potential strengths and needs in the content areas shown.

Simulated Data

Birthdate: 02/08/97  
 Special Codes:  
 ABCDEFGHIJKLMNOPQRSTUVWXYZ  
 3 59 732 1 1 1  
 Form/Level: G-13  
 Test Date: 04/15/07 Scoring: PATTERN (IRT)  
 QM: 31 Norms Date: 2007  
 Class: JONES  
 School: WINFIELD  
 District: GREEN VALLEY  
 City/State: ANYTOWN, USA  
 CTBID: 01075M0161550002-02-00001

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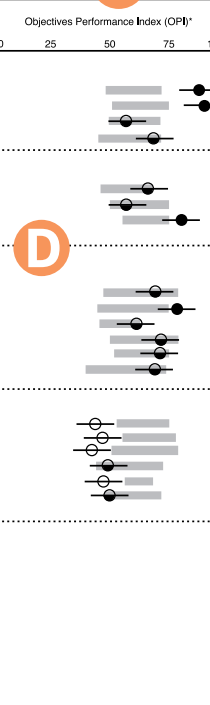
Page 1

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### A Performance on Objectives

Obj. No. Objective Titles	Student	Norm CPT	Diff	Moderate Mastery Range	Objectives Performance Index (OPI)*				
					0	25	50	75	100
<b>Reading</b>									
02 Basic Understanding	91	79	12	48-70					
03 Analyze Text	92	84	8	52-75					
04 Evaluate/Extend Meaning	85	86	-1	50-70					
05 Identify Rdg. Strategies	70	74	-4	45-73					
<b>Language</b>									
07 Sentence Structure	63	68	-5	45-70					
08 Writing Strategies	59	74	-15	50-75					
09 Editing Skills	78	63	15	55-75					
<b>Mathematics</b>									
10 Number & Num. Relations	71	69	2	47-77					
11 Computation & Estimation	83	72	11	45-75					
13 Measurement	66	86	-20	45-60					
14 Geometry & Spatial Sense	71	72	-1	50-78					
15 Data, Stats., & Prob.	61	83	-22	52-78					
16 Patterns, Func., Algebra	77	88	-11	44-73					
<b>Science</b>									
19 Science Inquiry	47	74	-27	50-75					
20 Physical Science	49	69	-20	52-77					
21 Life Science	46	83	-37	45-78					
22 Earth & Space Science	52	84	-32	48-73					
23 Science & Technology	48	78	-30	52-69					
24 Personal & Social Persp.	52	56	-4	50-73					

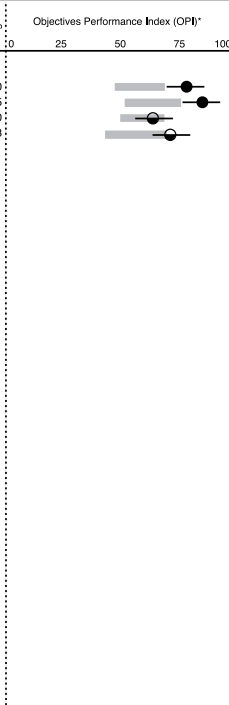
### B Objectives Performance Index (OPI)\*



### C Objectives

Obj. No. Objective Titles	Student	Norm CPT	Diff	Moderate Mastery Range	Objectives Performance Index (OPI)*				
					0	25	50	75	100
<b>Social Studies</b>									
26 Geographic Perspectives	79	91	-12	48-70					
27 Historical & Cultural	84	92	-8	52-75					
28 Civics & Government	66	65	1	50-70					
29 Economic Perspectives	74	70	4	45-73					

### D Objectives Performance Index (OPI)\*



National Reference group grade 3.8

\*OPI is an estimate of the number of items that a student could be expected to answer correctly if there had been 100 items for that objective.

### Key

- Moderate Mastery Range
- Low Mastery
- Moderate Mastery
- High Mastery

Continued on next page =>

## Overview

The Individual Profile Report is one of many assessment reports that CTB offers.

The report helps you identify a student's strengths and weaknesses in both norm- and criterion-referenced terms. Data are presented in an attractive, understandable format of numeric, graphic, and narrative elements that describe student performance on each content area and objective. The Individual Profile Report is a valuable tool for parent-teacher conferences.

The primary audiences for the Individual Profile Report are teachers and counselors, followed by parents or guardians and principals.

## Equivalent Reports

**TerraNova, The Second Edition:**

Individual Profile Report

**TerraNova:**

Individual Profile Report

**SUPERA:**

Individual Profile Report

### A

The first page, Performance on Objectives, shows the student's mastery of each objective measured by the test.

### B

The Objectives Performance Index is an estimate of the number of items a student could be expected to answer correctly had 100 such items been taken.

### C

The objectives measured by *TerraNova, Third Edition* are listed for each content area. Each objective is measured by at least four items.

### D

A graph for each objective shows the student's Objectives Performance Index (represented by a small circle) and the associated confidence band (represented by a line extending to either side of the circle). A fully darkened circle indicates High Mastery, a half-darkened circle indicates Moderate Mastery, and an open circle represents Low Mastery.

To see an interactive version of this report, go to [CTB.com/TerraNova3/Reports](http://CTB.com/TerraNova3/Reports)



# Home Report

TerraNova™, Third Edition
TERRANOVA<sup>3</sup>

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COMPLETE BATTERY

## Home Report

KEN JONES

Grade: 4.7

**A**

**Purpose**  
This report presents information about your student's performance on the TerraNova achievement test. Together with classroom assessments and classwork, this information can be used to identify your student's potential strengths and needs in the content areas shown.

Simulated Data

---

Birthdate: 02/08/97  
Special Codes: ABCDEFGHIJKLMNOPQRSTUVWXYZ  
3 59 732 1 1 1

Form/Level: G-14  
Test Date: 04/24/07    Scoring: PATTERN (IRT)  
QM: 31    Norms Date: 2007

Class: JONES  
School: WINFIELD  
District: GREEN VALLEY

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City/State: ANYTOWN, USA  
CTBID: 01075M0161550002-02-00001

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### Performance by Content Area

National Percentile Scale

Content Area	National Percentile
Reading	44
Vocabulary	37
Reading Composite	42
Language	28
Language Mechanics	42
Language Composite	36
Math	39
Math Compu	58
Math Composite	52
Total Score**	38
Science	44
Social Studies	47
Spelling	58

\*\*Total Score consists of Reading, Language, Mathematics.

**E** **Observations**

The height of each bar shows your student's National Percentile score on each test. The percentile scale is shown on the left. The graph shows that your student achieved a National Percentile of 44 in Reading. This means your child scored higher than approximately 44 percent of the students in the nation.

The scale on the right side of the graph shows the score ranges that represent average, above average, and below average in terms of National Percentiles. Average is defined as the middle

50 percent of students nationally, consisting of the 25th through the 75th National Percentiles. Your student has thirteen out of thirteen scores in the average range, shown as a gray horizontal band in the middle of the graph. No scores are in the above-average range and no scores are in the below-average range.

See the back of this page for content area descriptions of the kinds of knowledge, skills, and abilities assessed on the TerraNova, Third Edition achievement test.

## Overview

The *TerraNova, Third Edition* Home Report, available in English or Spanish, helps you inform parents or guardians about their student's academic progress, allowing them to become more involved in the learning process. This easy-to-understand report is particularly useful for parent-teacher conferences. The second page of the Home Report describes the content measured by each test and provides the student's level of content understanding.

The primary audience for the Home Report is parents or guardians, followed by teachers and students.

### Equivalent Reports

*TerraNova, The Second Edition:*  
Home Report

*TerraNova:*  
Home Report

*SUPERA:*  
Home Report

- A** The purpose statement helps parents or guardians interpret test results.
- B** This scale displays national percentiles based on a nationally representative test sample and forms the basis of this report.
- C** The height of each bar shows student performance compared with students nationally. This profile helps identify relative strengths and weaknesses.

- D** This graph helps prevent over-interpretation of results by showing above-average, below-average and average performance based on national percentiles.
- E** The Observations section is written in terms everyone can understand and helps parents or guardians interpret their student's test results.

Page 2 of the Home Report (not shown) describes the tests and provides a description of the student's performance on each test.

To see an interactive version of this report, go to [CTB.com/TerraNova3/Reports](http://CTB.com/TerraNova3/Reports)



# Group List Report

TerraNova™, Third Edition

TERRANOVA<sup>3</sup>

COMPLETE BATTERY

## Group List Report, Part I

Class: JONES

Grade: 6.7

Simulated Data

### Purpose

This report summarizes achievement data for a specified group. Part I provides a variety of norm-referenced scores for the group; Part II provides the individual scores for each student. Together with classroom assessments and classwork, this information can be used to identify potential strengths and needs in the content areas shown.

Number of students: 30  
Number of students using accommodations: 2

Form/Level: G-16

Test Date: 04/24/07 Scoring: PATTERN (IRT)  
QM: 31 Norms Date: 2007

School: WIDE VISTA  
District: GREEN VALLEY

City/State: ANYTOWN, U.S.A.  
CTBID: 00321B093480001-03-00001

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### Norm-Referenced Scores **A**

	No. of Students	No. using Accommodations	MNS	GME	MNCE	MSS	MDNP	Low/High NP
Reading	30	2	6.9	10.8	65.8	688.8		54-90
Language	30	2	6.1	8.5	57.1	670.1		28-81
Mathematics	30	2	6.8	8.6	63.9	687.9		52-93
Total Score	30	2	6.7	9.2	62.3	682.3		40-83
Science	30	2	6.9	9.4	65.1	690.1		46-93
Social Studies	30	2	6.5	9.3	60.7	682.4		33-90

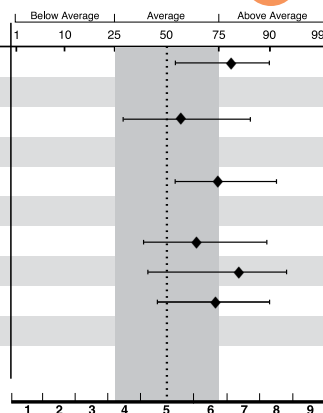
\*Based on locally reported data.  
\*\*Total Score consists of Reading, Language, and Mathematics

Key: MNS – Mean National Stanine  
GME – Grade Mean Equivalent  
MNCE – Mean Normal Curve Equivalent  
MSS – Mean Scale Score  
MDNP – Median National Percentile  
Accommodations – Accommodations

### Observations **D**

Displayed on the left are the norm-referenced scores for every content area tested. The Median National Percentile (MDNP) score, and the lowest and highest National Percentile (NP) scores of the group are shown in the last two columns. Displayed on the right is a graph of the MDNP scores. The MDNP is indicated by the diamond. The width of the band running through the diamond represents the range (low to high) of the students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. Four of the group's six MDNP scores are in the average range. Scores in the area to the right of the shading are above the average range. Scores in the area

### National Percentile Scale **C**



National Stanine Scale

Key: Low NP — Median — High NP

to the left of the shading are below the average range. Two MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 78, which is above the average range. The lowest Reading score in the group is 54 and the highest is 90. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the interpretation of these scores and the use of test results can be found at CTB's Web site, [www.ctb.com/TerraNova3](http://www.ctb.com/TerraNova3).

## Overview

The Group List Report provides a permanent record of test results for students in a class or another specified group.

This report may be used to evaluate individual and group achievement compared to national achievement, to determine overall performance, and to identify areas of strength and need.

The primary audiences for the Group List Report are teachers and counselors, followed by administrators and curriculum coordinators.

## Equivalent Reports

**TerraNova, The Second Edition:**  
Class Record Sheet and Class Summary Report

**TerraNova:**  
Class Record Sheet and Class Summary Report

**SUPERA:**  
Class Record Sheet

**A** Norm-referenced scores show the number of students with valid scores in each test section and the averages of each score included. The second column shows the number of students using accommodations for each area tested.

**B** The key identifies column abbreviations.

**C** The National Percentiles graph shows the group's Median National Percentile, represented by a diamond. Lines on either side of the diamond represent the range between the lowest and highest scores within the group.

**D** The Observations section provides specific information based on the norm-referenced scores for the group tested.

To see an interactive version of this report, go to [CTB.com/TerraNova3/Reports](http://CTB.com/TerraNova3/Reports)





# Fairbanks North Star Borough School District

FY15-19 Strategic Plan - 2015-16 School Year As of August 26,  
2015

*Full Strategic Plan Created by OnStrategy*

## **MISSION STATEMENT**

Our mission is to provide an excellent, equitable education in a safe, supportive environment so all students will succeed and contribute to a diverse and changing society.

## **VISION STATEMENT**

We envision *learning without boundaries*, where every student achieves his/her path to academic and career success. Learning will be driven by student need, through flexible and adaptive options. Supporting the district's educational system are highly engaged families; proven technology infrastructure; staff that are continually raising the bar in their profession; and a community that is committed to growing our future.

Success looks like...

- Improved achievement for all students, closing the achievement gaps, and accelerating learning.
- Low class size that is conducive to learning.
- Programs that address the needs of under-served students.
- Parents that trust the school district and are engaged in their students learning.
- Fully implemented effective educator evaluations, AK state standards & student assessments.
- Technology is used effectively to amplify and personalize learning.

## **CORE VALUES**

- Student-Centered: Center everything we do on the student and student learning.
- Respect: Embody respect for the diversity and dignity of all.
- Safe Environment: Strive to provide a safe learning environment.
- High Expectations: Maintain high expectations and educational opportunities to inspire high achievement.
- Collaborative: Actively collaborate with students, family, and community to support student success.
- Innovative: Aim to be innovative and adaptive to student needs.

## **FY15-19 STRATEGIC PLAN - 2015-16 SCHOOL YEAR — AT-A-GLANCE**

### PERSONALIZED LEARNING STRATEGIC GOALS & DISTRICT OBJECTIVES

#### **1 Personalized Learning: Provide students with options to meet their needs and achieve academic success.**

- 1.1 Class Size: Ensure class size that is conducive to learning.
- 1.2 Independent Learning Center (ILC): Design and establish the ILC to open as a new entity by fall 16.
- 1.3 High School Options: Expand the number of credit and schedule options for high school students by fall 16.
- 1.4 CTE: Expand CTE pathways to ensure equitable options and access to all high school students.
- 1.5 K-8 Magnet: Investigate and determine viability of a K-8 Magnet School by end of 2015.
- 1.6 Full-Day Kindergarten: Investigate/pursue fee-based full-day kindergarten.

### EFFECTIVE COMMUNICATION STRATEGIC GOALS & DISTRICT OBJECTIVES

#### **2 Effective Communication: Establish transparent and consistent communication to increase student, parent, staff and community connectedness with the District.**

- 2.1 Parents: Ensure all parents are informed through systematic, multi-channel delivery of relevant information.
- 2.2 Staff: Ensure frequent and streamlined internal communication to keep all FNSBSD staff feeling connected.
- 2.3 Community: Proactively communicate and invite two-way dialogue between the community and District.
- 2.4 Board Visits: Further connect sites and District through Board visits annually to every school.

### PARENT & FAMILY ENGAGEMENT STRATEGIC GOALS & DISTRICT OBJECTIVES

#### **3 Parent & Community Engagement: Engage parents and community groups with schools to facilitate a stronger learning environment for students.**

- 3.1 Parent Engagement Committee: Establish a standing Parent Engagement Committee to create a more robust parent engagement approach. Update the existing Parent Involvement Policy. Create a means of honoring parent engagement throughout the year.
- 3.2 Site-Level Parent Organization: Ensure every school has a parent-led organization to promote parent engagement.
- 3.3 Business Partnerships & Community Groups: Expand partnerships with businesses and community groups.

### ORG SUPPORT & TECHNOLOGY STRATEGIC GOALS & DISTRICT OBJECTIVES

#### **4 Organizational Support: Create an environment that supports the needs of teachers and?? staff to enable a school and organizational climate where students thrive.**

- 4.1 Admin Support: Re-envision district-wide administrative support to facilitate student learning.
- 4.2 Curriculum System: Redesign our curriculum system to be agile and adaptive to change, keeping materials and resources relevant.

4.3 Quality Teaching: Implement New Educator Evaluation Framework.

4.4 Teacher Collaboration: Improve the effectiveness of Professional Learning Communities (PLCs).

4.5 School Buildings: Develop facility plan to address changing delivery needs & declining enrollment by end of 2015.

4.6 Culture: Strengthen employee relations to support the mission and instill a culture of continuous improvement.

**5 Technology Integration: Expand student access to technology to amplify learning.**

5.1 Site Tech Support: Restructure site-level technology support.

5.2 Virtual Learning: Expand student access to online courses including both hardware and fees.

5.3 Technology in the Classroom: Build a plan to move into the digital future starting with digital content and technology for teachers, followed by 1:1.

5.4 IT Infrastructure: Continue the IT infrastructure upgrade.



## FY15-19 STRATEGIC PLAN - 2015-16 SCHOOL YEAR - DETAIL

### PERSONALIZED LEARNING STRATEGIC GOALS & DISTRICT OBJECTIVES

#### **1 Personalized Learning: Provide students with options to meet their needs and achieve academic success.**

**1.1 Class Size: Ensure class size that is conducive to learning. (06/30/16)**

Measure: Average Class Size Target:

Dept/Site Level Initiatives and Supporting Actions	Measure	Target	Start Date, End Date
1.1.1 Research class size related to student achievement using this data to drive class size targets for grade levels and/or course subjects, etc. (TECH)	TBD	100%	08/01/15, 06/30/16
1.1.2 Assist schools in leveling numbers when faced with high PTR. (ASST SEC)	Process on target; ongoing	100%	08/01/15, 06/30/16
1.1.3 Encourage co-teaching to impact teacher/student ratio. (Asst. Supts) (SPED)	Process on target; increase in co-teaching	100%	08/01/15, 06/30/16
1.1.3.1 Provide Co-Teaching PD for both Elementary and Secondary Schools beginning at the Aug 10-11, 2015 "4 All Teachers 4 All Students" Conference and continuing through all district-wide and specific Special Education In-services throughout the 15/16 school year. (SPED )	Providing Co-Teaching PD	100%	08/01/15, 06/30/16
1.1.3.2 Encourage secondary schools to decrease number of Study Skills classes and use that time for SPED teachers to Co-Teach with Gen Ed Content teachers. (S&S) (SPED )	Decrease number of Study Skills classes in highschools by 25%	100%	08/01/15, 06/30/16
1.1.4 Research correlation between class size and student learning outcomes for different subjects. (CURR)	% complete	100%	08/01/15, 06/30/16
1.1.5 Determine impact of teacher qualifications on staffing increase/reductions across grade spans. (HR)	% complete; ongoing	100%	08/01/15, 06/30/16

**1.2 Independent Learning Center (ILC): Design and establish the ILC to open as a new entity by fall 16. (06/30/16)**

Measure: ILC Design and Implementation Schedule Target: 100%

Dept/Site Level Initiatives and Supporting Actions	Measure	Target	Start Date, End Date
1.2.1 Develop clear definition of ILC and model for our District (incorporate BEST and explain Mat-Su Central & Early College). (ASST SEC)	ILC Definition Articulated	100%	06/01/15, 08/31/15
1.2.2 Develop ILC Mission Statement. (Providing creative educational alternatives, along with assistance for, and the enthusiastic support of Homeschoolers, Unschoolers, and other independent learners.) (ASST SEC)	ILC Mission Developed	100%	06/01/15, 08/31/15
1.2.3 Aug Work Session w/Board to further discuss and plan for ILC. (ASST SEC)	Aug Work Session	100%	06/01/15, 08/31/15
1.2.4 Establish goals for ILC following Board work session and direction. (ASST SEC)	ILC Goals Articulated	100%	09/01/15, 10/31/15

1.2.5 Develop Subgroup for execution and rollout of ILC plan. (ASST SEC)	Subgroup/Implementation Approach Developed	100%	09/01/15, 10/31/15
1.2.6 Communicate/Share the Plan. Aim for 2017 Redistricting w/K-8 Magnet at the same time. (PR) (ASST SEC)	Plan communicated	100%	11/01/15, 12/31/15
1.2.7 Execute plan with target for K-8 Magnet FY2017 (Timing to be determined). (ASST SEC)	K-8 Plan Implementation		01/01/16, 06/30/17

**1.3 High School Options: Expand the number of credit and schedule options for high school students by fall 16. (06/30/16)**

Measure: Expanded Dual Credit and Schedule Options (Increase over SY2014-15) Target: 100%

Dept/Site Level Initiatives and Supporting Actions	Measure	Target	Start Date, End Date
1.3.1 Develop a sub-group to further develop plan and timeline related to credit and schedule options for high school students. (ASST SEC)	Subgroup Developed	100%	08/01/15, 08/31/15
1.3.2 Develop and launch a targeted Parent Survey regarding High School Options. (ASST SEC)	Survey Launched	100%	06/01/15, 08/31/15
1.3.3 Dual Credit: Talk with UAF to see what they're willing to do regarding dual credit. (Begin discussion w/Western Oregon, UAS, etc.). (ASST SEC)	Process complete	100%	07/01/15, 12/31/15
1.3.4 Dual Credit: Align curriculum requirements with post-secondary requirements. (ASST SEC)	Process complete; curriculum alignment	100%	09/01/15, 10/30/15
1.3.5 Schedule: Address flexible school day and teacher schedules in upcoming negotiations. (HR) (SUPT)	Pilot Developed	100%	11/01/15, 12/31/15
1.3.6 Complete a detailed plan and approach related to expanded HS Options; Share with the Board by December 2015. (ASST SEC)	Plan Complete; Board Approval	100%	08/01/15, 12/31/15

**1.4 CTE: Expand CTE pathways to ensure equitable options and access to all high school students. (06/30/16)**

Measure: Expanded CTE (Increase over 2014-15) Target: 100%

Dept/Site Level Initiatives and Supporting Actions	Measure	Target	Start Date, End Date
1.4.1 Implement a comprehensive Career Explorations curriculum at all middle schools districtwide (CTE)	Full implementation by 2016-2017 school year	100%	09/01/15, 05/15/17
1.4.1.1 Ryan Middle School: Implement Career Explorations "Wheel" model for all 7th & 8th graders school wide. (Ryan Middle School) (Curriculum) (CTE Department)	Percentage of 7th and 8th students who complete the Career Explorations Wheel	100%	09/01/15, 06/30/16
1.4.1.1.1 Work collaboratively once a month with RMS principal Heather Stewart on Career Exploration Wheel topics, content, teachers and student groupings during first year implementation. (CTE Department)	All Ryan students complete the four career	100%	08/15/15, 05/20/16

	exploration "spokes" by May 20, 2016		
1.4.1.2 All Middle Schools: Identify specific teachers & content to implement Career Explorations at each middle school using the "wheel" model for the 2016-2017 school year. (Middle School Principals) (Curriculum) (CTE Department)	Percentage of middle school students who complete the Career Exploration Wheel	100%	12/15/15, 05/15/17
1.4.1.2.1 Meet with Middle School Principals once a month to begin identifying teachers and developing content for each individual school's career exploration wheel. (CTE Department)	Each middle school ready to deliver career explorations content to all students	100%	12/15/15, 05/20/16
1.4.1.3 All Middle Schools will Implement Career Exploration Wheels for all 7th and 8th grade students (CTE Department)	Percentage of 7th and 8th grade students who complete the Career Explorations		08/15/16, 05/15/17
1.4.1.3.1 Work collaboratively with middle school principals and counselors on Career Exploration Wheel topics, content, teachers and student groupings during the first year of implementation. (CTE Department)	All middle school students districtwide complete a career explorations elective	100%	08/15/16, 05/15/17
1.4.2 Increase access to ON-SITE CTE opportunities for every high school student. (Assistant Superintendents). (CTE)	Ongoing	100%	09/01/15, 05/19/17
1.4.2.1 Increase awareness and use of community resources offered by the Fairbanks Chamber of Commerce Linking Education And Resources Network for business program. (Contributors: Asst. Superintendents, Curriculum, School Admin/Counselors) (CTE Department)	Implementation for second semester 2015-2016	100%	07/01/15, 06/30/16
1.4.2.1.1 CTE Director will collaborate with the Chamber of Commerce via the monthly Chamber Education Committee meetings. Action items will be shared at monthly principal and counselor meetings who will inform teachers districtwide about job shadow, experts in classrooms, and field trip opportunities for students. (CTE Department)	Ongoing		09/01/15, 06/30/16
1.4.2.2 Add additional CTE shop space at Lathrop High School using educational tax credits (2018-19). (Contributors: Superintendent, Facilities, Grants/Special Projects) (CTE Department)	Implementation 2018-2019	1	07/01/17, 06/30/18
1.4.2.2.1 Work with Grants and Special Projects to facilitate planning and funding for Lathrop facility upgrade. (CTE Department)	Student use of new CTE space	1	07/01/17, 06/30/18
1.4.2.3 Purchase access to online CTE instructional courses for stand-alone or blended learning instruction available to all 7-12 students districtwide. (CTE Department)	Purchase access for all 7-12 students to online CTE curriculum	1	09/01/15, 06/30/16
1.4.2.3.1 Research online and blended learning CTE curriculum's offered by Edmentum, Compass Learning and other entities. Purchase curriculum during 2015-2016 school year with roll-out scheduled for beginning of 2016-2017 school year. (CTE Department)	Online CTE curriculum available to all middle and high school students	2%	09/01/15, 08/19/16

1.4.2.4 Provide CTE training during the regular school day at each area high school with outcome based certifications. (CTE Department)	Ongoing	10	09/01/15, 05/20/16
1.4.2.4.1 Power Tool Use and Certification x 5 (CTE Department)	Completion of certification testing at each of the five district high schools	5	09/01/15, 05/20/16
1.4.2.4.2 Forklift Operator Certification Course x 5 (CTE Department)	Completion of certification testing at each district high school	5	09/01/15, 05/20/16
1.4.2.4.3 Industrial First Aid Certification x 5 (CTE Department)	Completion of certification testing at each district high school	5	09/01/15, 05/20/16
1.4.2.4.4 Implement National Center for Construction Education and Research (NCCER) CORE curriculum into the Careers and Employability and Work Based Learning classes at Lathrop High School. Training to be conducted during the regular school day with online components available to students 24/7 (CTE Department)	Student progress in NCCER CORE curriculum	50%	09/01/15, 05/20/16
1.4.2.4.5 Implement Alaska Works Partnership training into the Careers and Employability and Work Based Learning classes at Lathrop High School. Training to be conducted during the regular school day. (CTE Department)	Ongoing		08/20/15, 05/20/16
1.4.3 Increase access to OFF-SITE CTE opportunities for every high school student. (Assistant Superintendents). (CTE)	Ongoing	100%	09/01/15, 05/19/17
1.4.3.1 Increase part-time enrollment for CTE courses at Hutchison High School for students districtwide. (Management Team) (CTE Department)			07/01/15, 06/30/17
1.4.3.2 Add additional courses at Fairbanks Pipeline Training Center. Specifically Introduction to the Electrical Trades and Introduction to Residential Plumbing. (Contributors: Asst. Superintendents, Curriculum, School Admin/Counselors) (CTE Department)			07/01/15, 06/30/17
1.4.3.3 Promote UAF Justice Department reduced tuition courses. (Contributors: Asst. Superintendents, Curriculum, School Admin/Counselors) (CTE Department)			07/01/15, 06/30/17
1.4.3.4 Allocate slots for students at each high school in districtwide programs such as Certified Nursing Assistant. (CTE Department)			07/01/15, 06/30/17
1.4.3.5 Increase CTE dual credit options and enrollment districtwide (CURR )			07/01/15, 06/30/17
1.4.3.6 Increase Work Based Learning opportunities at each high school using existing Memorandums of Understanding with the City of Fairbanks (CTE Department)			07/01/15, 06/30/17
1.4.3.7 Develop an MOA for Work Based Learning with the Fairbanks North Star Borough. (CTE Department)			07/01/15, 06/30/17
1.4.3.8 Develop Work Based Learning opportunities for students within the Fairbanks North Star Borough School District (CTE Department)			07/01/15, 06/30/17

1.4.3.9 Increase Work Based Learning opportunities for students through the Chamber of Commerce Learn Program (CTE Department)			07/01/15, 06/30/17
1.4.3.10 Investigate free CTE curriculum, especially in the area of STEM (such as the JASON STEM resources), to increase offerings for students. (CURR )	Ongoing	100%	07/01/15, 06/30/17

**1.5 K-8 Magnet: Investigate and determine viability of a K-8 Magnet School by end of 2015. (06/30/16)**

Measure: K-8 Plan and Implementation Approach

Target: 100%

Dept/Site Level Initiatives and Supporting Actions	Measure	Target	Start Date, End Date
1.5.1 Establish work group. (ASST ELM)	Work Group Established	100%	09/01/15, 09/30/15
1.5.2 Site selection, assess attendance area impacts. (SUPT)	Site selected	100%	09/01/15, 10/31/15
1.5.3 Communicate with community regarding K-8 Magnet. (Asst. Elem) (PR)	PR/Communication Rollout	100%	09/14/15, 08/01/16
1.5.4 Hire administrator, administrative secretary. (ASST ELM)	Administrator Hired	100%	09/01/15, 10/31/15
1.5.5 Identify theme/focus. (ASST ELM)	Plan submitted to Board	100%	11/01/15, 12/31/16
1.5.6 Develop occupancy plan. (FMD)	Plan submitted to Board	100%	11/01/15, 12/31/15
1.5.7 Identify staffing and scheduling needs to support theme/focus. (ASST ELM)	Master Schedule Submitted	100%	11/01/15, 12/31/15
1.5.8 Develop hiring plan with Human Resources Department. (ASST ELM)	Hiring Plan Completed	100%	01/01/16, 01/31/16
1.5.9 Determine staff development needs and other resources needed to support theme/focus. (ASST ELM)	Budget submitted to Board	100%	12/01/15, 12/31/15
1.5.10 Determine activities and ancillary programs such as before and after school programs and sports. (ASST ELM)	Plan submitted to Board	100%	12/01/15, 12/31/15
1.5.11 Hire K-8 magnet staff. (HR) (ASST ELM)	Hiring completed	100%	02/01/16, 03/31/16
1.5.12 Establish curriculum alignment to District and State standards. (CURR)	Magnet curricula documents completed	100%	03/01/16, 06/30/16
1.5.13 Implement registration and lottery. (ASST ELM)	Enrollment completed	100%	02/01/16, 03/31/16
1.5.14 Open magnet school. (ASST ELM) (SUPT)	Ready for opening	100%	08/01/16, 08/15/16

**1.6 Full-Day Kindergarten: Investigate/pursue fee-based full-day kindergarten. (06/30/16)**

Measure: Full Day Kindergarten Plan/Implementation

Target: 100%

Dept/Site Level Initiatives and Supporting Actions	Measure	Target	Start Date, End Date
1.6.1 Research possibility of fee-based structures in relation to state funding requirements. (ASST ELM)	Report to Board	100%	06/01/15, 08/31/15
1.6.2 Establish Work Group and facilitation structure to develop plan for no-cost Kindergarten (ASST ELM)	Work Group Established	100%	09/01/15, 09/30/15
1.6.3 Investigate options and space in each school. (FMD) (ASST ELM)	% complete	100%	10/01/15, 10/31/15
1.6.3.1 Establish need and costs for additional curricular materials, supplies. (CURR )	Budget completed		10/02/15, 11/27/15
1.6.3.2 Establish need and costs for additional furniture, facility preparation. (FMD )			10/01/15, 11/27/15
1.6.4 Develop communication plan for families. (Asst Elem) (PR)	Plan Developed	100%	09/01/15, 10/31/15
1.6.5 Staff development plan for Kindergarten staff. (Asst Elem) (CURR)	Relevant PD	100%	11/02/15, 06/30/16
1.6.6 Implement Full-Day Kindergarten. (ASST ELM)	Full-Day Kindergarten Implementation; Timing TBD	100%	01/01/16, 08/18/16
1.6.7 Investigate feasibility of 4th quarter start up pilots. (ASST ELM)			09/01/15, 10/30/15

## EFFECTIVE COMMUNICATION STRATEGIC GOALS &amp; DISTRICT OBJECTIVES

**2 Effective Communication: Establish transparent and consistent communication to increase student, parent, staff and community connectedness with the District.**

**2.1 Parents: Ensure all parents are informed through systematic, multi-channel delivery of relevant information. (06/30/16)**

Measure: Ongoing systematic communication

Target: 100%

Dept/Site Level Initiatives and Supporting Actions	Measure	Target	Start Date, End Date
2.1.1 Apps: Coordinate with Ex. Dir. of Tech. Visit principal meetings, updates regarding social media tools, website, mailchimp. (Tech) (PR)	Process on target; Apps	100%	09/01/15, 10/31/15
2.1.2 Newsletters: Reviews site newsletters, provides technical and content support. (PR)	Ongoing newsletter review/support	100%	10/01/15, 04/30/16
2.1.3 Parent Link—text: Coordinate and provide support to principals: How to push out text to parents and training plan for parents/PTSA's. (Tech) (PR)	On target; Parent Link process	100%	10/01/15, 12/31/15
2.1.4 Facebook—School pages: Review and update site guidelines and provide information to principals. (PR)	Process complete	100%	10/01/15, 10/31/15
2.1.5 New Website: Coordinate with Tech to launch new site. (Tech) (Site) (PR)	Website Launch	100%	08/01/15, 06/30/16
2.1.6 Continue to communicate about math continuum. (CURR)	Process on target; Ongoing communication	100%	08/01/15, 06/30/16
2.1.6.1 Curriculum department will create an informational brochure about FNSBSD K-12 math curriculum. (CURR)	Completion of brochure		08/01/15, 03/11/16
2.1.7 Launch of new website to include parent login, newsletters and teacher communication with parents. (TECH)	Website Launched	100%	08/01/15, 06/30/16
2.1.8 Ensure parent outreach for Powerschool portal use for all parents. (TECH)	Process on target; Parent Outreach	100%	08/01/15, 06/30/16
2.1.8.1 Contact guardians of students that don't have a guardian account and create a guardian account. To date 84% of students have guardian accounts, strive for 100%. (Janet Cobb)	PowerSchool Students with guardian counts	95%	08/01/15, 06/30/16
2.1.9 Increase or improve the methods of delivery for district-level and school-level Federal Programs communication by at least one channel to enhance parent access to relevant information. (FED)	increased/improved channels demonstrated; parent feedback	100%	08/11/15, 06/30/16
2.1.10 Increase communication to ensure community-wide ChildFind. (SPED)	Process on target; increased communication	100%	08/01/15, 06/30/16
2.1.10.1 Ensure that Military liaisons have access to ChildFind dates. (SPED)	Process complete	100%	08/01/15, 06/30/16
2.1.10.2 Increase communication on School District's main web page as well as the SPED web page. (SPED)	Increased web communication	100%	08/01/15, 06/30/16
2.1.10.3 Continue advertising in FDNM as well as Pre-schools in town. (SPED)	Process on target	100%	08/01/15, 06/30/16
2.1.10.4 Ensure that ChildFind flyers are available at all schools in the district. (SPED)	On target; Flyers at all schools	100%	08/01/15, 06/30/16

2.1.11 Provide training and access and ensure opportunity at each school. (ASST ELEM) (ASST SEC)	Process on target; training and access	100%	08/01/15, 06/30/16
2.1.12 Use parent expertise and connections in CTE. (CTE)	Process on target	100%	08/01/15, 06/30/16
2.1.12.1 Develop a process for CTE teachers to systemically engage parents to expand learning opportunities, professional experience and resources in CTE classes. (CTE Department)	Ongoing		08/01/15, 06/30/16
2.1.12.1.1 Develop a form to be distributed by all CTE teachers to parents at the beginning of the school year. (CTE Department)	Form Completion		08/01/15, 06/30/16
2.1.12.1.2 Encourage parents and teachers to utilize the Fairbanks Chamber of Commerce LEARN program. (CTE Department)	Ongoing		08/01/15, 06/30/16
2.1.13 Improve nursing services website offer to include better/more useful information to parents. Post one health topic each month on website. Create an FAQ. (NURSE)	Process on target	100%	08/01/15, 06/30/16
2.1.13.1 7/2015 Back to school checklist on website. 7/2015 School immunization clinic info on website. (Jennifer Glorioso)	10	100%	08/01/15, 06/30/16
2.1.14 Implement monthly email updates to parents regarding budget, strategic plan initiatives and other relevant district information. (PR)	Number of email updates	6	09/01/15, 06/30/16

**2.2 Staff: Ensure frequent and streamlined internal communication to keep all FNSBSD staff feeling connected. (06/30/16)**

Measure: Frequent, streamlined staff communication

Target: 100%

Dept/Site Level Initiatives and Supporting Actions	Measure	Target	Start Date, End Date
2.2.1 Implement bi-weekly emails to all district staff with updates regarding strategic plan implementation, budget, legislative advocacy, and other relevant topics. (PR)	Email sent bi-weekly	100%	08/01/15, 06/30/16
2.2.2 Increase staff development opportunities: For the 15-16 school year, coordinators, psychs, Compliance (504) Facilitator and IEP/Goalview Mentor will provide more training at the site level. (SPED)	Increased development opportunities for staff	100%	08/01/15, 06/30/16
2.2.3 Increase mentorship for new teachers: Continue class for New Case Managers to the District; coordinators, psychs, Compliance (504) Facilitator and IEP/Goalview Mentor will provide more training at the site level. (SPED)	Process on target; increased new teacher mentorship	100%	08/01/15, 06/30/16
2.2.4 Increase collaboration within the Federal Programs Department related to district staff communications in order to streamline information shared for improved relevance. (FED)	brochure or website or flier or e-bulletin or content on district app. with contact information	100%	08/11/15, 06/30/16
2.2.5 Develop and send weekly bulletin to new teachers with information regarding district expectations and initiatives as well as answer common questions to assist in onboarding. (HR)	On target; weekly bulletins	100%	09/15/15, 05/01/16
2.2.6 Improve newsletter support for department communications via website. (PR)	% complete	100%	08/01/15, 06/30/16



2.2.7 Continue work to improve math transitions for students from elementary to middle to high school to postsecondary through clear and consistent communication with counselors, teachers, and administrators. (CURR)	process on target; ongoing	100%	08/01/15, 06/30/16
2.2.7.1 Meet with school counselors and administrators annually in order to clarify transition information. (CURR )	Was meeting held?		08/01/15, 06/30/16
2.2.7.2 Share current support resources (skills readiness assessments, mentor teachers, data analysis, etc) to math teachers and school administrators. (CURR )	List of resources shared at beginning of each semester.		08/01/15, 06/30/16
2.2.8 Communicate focus of Curriculum Department, including staff assignments and available resources. (CURR)	Process on target; ongoing communication	100%	08/01/15, 06/30/16
2.2.8.1 Publish departmental organizational chart with names and job assignments on website and in written form. (CURR )	Publication		08/01/15, 12/18/15
2.2.8.2 Maintain up to date information on district webpage regarding Curriculum Department staff, programs and resources. (CURR )	On-going.		08/01/15, 06/30/16
2.2.9 Work with HR (FEA negotiations) and HS principals to develop plan for no dept. chairs (ASST SEC)	% complete	100%	09/01/15, 03/31/16
2.2.10 Routinely interact with building and department staff by conducting bimonthly "lunch and learn" or other interactive engagement opportunities (HR)			08/24/15, 06/30/16
2.2.11 Develop and disseminate FAQ guidance for district performance and conduct expectations and investigation protocol. (HR)			07/01/15, 09/30/16
2.2.12 Develop and implement monthly training for supervisors to provide guidance on compliance-related matters such sexual harassment, Americans with Disabilities Act, and other anti-discriminatory practices. (HR)			07/01/15, 06/30/16
2.2.13 Create an electronic districtwide training calendar which will be used as a collaboration tool for district staff to view and coordinate training opportunities. (HR)			09/01/15, 06/30/16
2.2.14 Implement ongoing diversity training programs for hiring authorities, managers, and other administrative staff. (EEO)			10/30/15, 06/30/16
2.2.15 Ensure new Title I leaders in schools receive appropriate support in carrying Title I programs while gaining knowledge of ESEA. (FED)	principal survey		07/01/15, 06/30/16
2.2.16 Implement ongoing diversity training for hiring authorities, managers, and general staff. (EEO) (HR)			08/27/15, 06/30/16

**2.3 Community: Proactively communicate and invite two-way dialogue between the community and District. (06/30/16)**

Measure: Frequent two-way community dialogue

Target: 100%

Dept/Site Level Initiatives and Supporting Actions	Measure	Target	Start Date, End Date
2.3.1 Media Content: Educate principals re: PR Shout out. Quarterly reminders to staff via email. (Ongoing) (PR)	% complete	100%	09/01/15, 10/31/15
2.3.2 Monthly strategic plan implementation updates via supt. emails to staff and parents. (SUPT) (PR)	% complete	100%	08/01/15, 06/30/16

2.3.3 Superintendent will visit schools on a regular basis. (SUPT)	# of schools visited	20	08/01/15, 06/30/16
2.3.4 School Visits: Schedule and document/promote Supt. classroom visits. (Ongoing) (PR)	School visits scheduled	100%	08/01/15, 06/30/16
2.3.5 Celebrate/Highlights: Evolve current board meeting spotlights to become school spotlights. (Board President) (SUPT)	% complete	100%	08/01/15, 06/30/16
2.3.6 Increase community awareness of school nurses and role in support of students and PR for district. Participate in a community activity every quarter and PR Shout out of the activity (NURSE)	% complete	100%	08/01/15, 06/30/16
2.3.6.1 7/2015 Back to school checklist on website. PR Shout out about upcoming Immunization clinics (Jennifer Glorioso)	10	100%	08/01/15, 06/30/16
2.3.7 Celebrate, communicate the new initiatives and school highlights. (ASST ELEM) (SITES) (ASST SEC)	Frequent communication at Elem & Secondary Level	100%	08/01/15, 06/30/16
2.3.8 Improve calendar via new website. (TECH)	Calendar built on new website	100%	08/01/15, 06/30/16
2.3.8.1 New Website will go live on August 10th. Once live, we will get feedback from users regarding calendar format and make adjustments as needed. (Janet Cobb)		100	08/01/15, 06/30/16
2.3.9 Provide periodic data and progress updates regarding the workforce diversity action plan achievements. (EEO) (HR)	% complete	100%	12/01/15, 06/30/16
2.3.10 Establish a diverse committee to identify and develop a plan to address impediments to achieving greater diversity in recruitment, hiring, and retention of diverse staff. (EEO) (HR)	Process on target		09/01/15, 01/31/16
2.3.11 Host three (3) recruitment events in order to attract a diverse pool of applicants who will be exposed to the district's application and interview process, and who will obtain knowledge about the district's efforts to diversify its population. (EEO) (HR)	# of Recruitment Events	3	10/15/15, 06/30/16
2.3.12 Establish Student Achievement Focus Group to analyze disaggregated student achievement data, determine support needs, and make resource recommendations to the school board. (SUPT)			07/01/15, 06/30/16
2.3.13 Conduct surveys at district and community events in order to obtain feedback on how the district is meeting its diversity objectives. (EEO) (HR)			10/15/15, 06/30/16
2.3.14 Collaborate with the Public Relations Department to showcase the district's diverse workforce to aid in recruitment. (EEO) (HR)			08/03/15, 06/30/16

**2.4 Board Visits: Further connect sites and District through Board visits annually to every school. (06/30/16)**

Measure: Board Visits to Every School

Target: 100%

Dept/Site Level Initiatives and Supporting Actions	Measure	Target	Start Date, End Date
2.4.1 Personally invite the Board to visit SPED department and special ed classes to the district to better understand the world of SPED. (SPED)	Board visits SPED Dept.	100%	08/01/15, 06/30/16

## PARENT &amp; FAMILY ENGAGEMENT STRATEGIC GOALS &amp; DISTRICT OBJECTIVES

**3 Parent & Community Engagement: Engage parents and community groups with schools to facilitate a stronger learning environment for students.**

**3.1 Parent Engagement Committee: Establish a standing Parent Engagement Committee to create a more robust parent engagement approach. Update the existing Parent Involvement Policy. Create a means of honoring parent engagement throughout the year. (06/30/16)**

Measure: Active Parent Engagement Committee Target: 100%

Dept/Site Level Initiatives and Supporting Actions	Measure	Target	Start Date, End Date
3.1.1 Develop policy for Parent Engagement Committee. (BOARD)	Policy developed	100%	08/01/15, 06/30/16
3.1.2 Provide for the Parent Engagement Committee a compilation of current parent engagement research and methods, including a list of what has worked within Federal Programs. (FED)	Deadline met; materials collected are helpful and usable.	100%	08/14/15, 10/16/15
3.1.3 Provide administrative support for new parent engagement committee. (Ongoing) (PR)	Process on target; ongoing support	100%	08/01/15, 06/30/16
3.1.4 Develop bylaws and determine board appointment process. (BOARD)			07/01/15, 06/30/16
3.1.5 Determine goals and objectives to guide committee work. (BOARD)			09/01/15, 06/30/16

**3.2 Site-Level Parent Organization: Ensure every school has a parent-led organization to promote parent engagement. (06/30/16)**

Measure: Parent Led Org at each site Target: 100%

Dept/Site Level Initiatives and Supporting Actions	Measure	Target	Start Date, End Date
3.2.1 Work with parent/community for clearinghouse for tech devices for use in BYOD for students in need (Business Partners and Donated Devices). (TECH)	Process on target	100%	08/01/15, 06/30/16
3.2.2 Develop more opportunities for parent input such as a parent feedback survey, PD to Sped teachers regarding increased communication with parents and reinstate our parent advocacy group for the 15/16 school year. (SPED)	Increase parent input	100%	08/01/15, 06/30/16
3.2.3 Gather information from building Principals to determine what/who are the parent led organizations at each site. (ASST ELEM) (Sites) (ASST SEC)	% complete	100%	08/01/15, 06/30/16

**3.3 Business Partnerships & Community Groups: Expand partnerships with businesses and community groups. (06/30/16)**

Measure: Increase in Community Partnerships Target: 100%

Dept/Site Level Initiatives and Supporting Actions	Measure	Target	Start Date, End Date
3.3.1 Investigate partnerships with Walgreens, TVC, etc. and dental providers. Create list of 10 community contacts. Make one community contact each month. (NURSE)	Process on target; ongoing	100%	08/01/15, 06/30/16

3.3.1.1 7/23/2015 contact with Walgreens. Possible education support of school district health fair in Sept 2015. 7/2015 Fairbanks Hearing and Balance Center to present a demonstration for nurses at 9/2015 Professional Development day. 8/2014 Trauma Informed Care training with TCC. (Jennifer Glorioso)	10	100%	08/01/15, 06/30/16
3.3.2 Improve vocational opportunities for high school LD pop and post-secondary employment. (SPED)	Process on target; improved vocational opportunities	100%	08/01/15, 06/30/16
3.3.3 Partner with community groups to gather in-kind support and cost savings. Work on business partnerships – leveraging education tax credits. (GRANTS)	Process on target/ongoing; partnership development	100%	08/01/15, 06/30/16
3.3.4 Collaborate with Grants/Special Projects and CTE: Maintain current and develop new partnerships and continue to develop Education Tax Credits. (PR)	Process on target	100%	08/01/15, 06/30/16
3.3.5 Agreement guidelines: Develop partnership agreement guidelines; acknowledgement of school and district partnerships via website (ongoing). (PR)	Agreement guidelines developed	100%	08/01/15, 06/30/16

**4 Organizational Support: Create an environment that supports the needs of teachers and?? staff to enable a school and organizational climate where students thrive.**

**4.1 Admin Support: Re-envision district-wide administrative support to facilitate student learning. (06/30/16)** Measure: Process on target; Admin restructure Target: 100%

Dept/Site Level Initiatives and Supporting Actions	Measure	Target	Start Date, End Date
4.1.1 Provide timely assistance to administration regarding PSED questions and "in the minute" decision making. Create an on-line help-line that all users could view. Coordinators will spend scheduled "office" time on site at buildings for on-site support. (SPED)	% complete	100%	08/01/15, 06/30/16
4.1.2 The curriculum department will conduct a comprehensive review of policies/AR related to credits and courses and present recommendations for revisions and additions. (CURR)	Review complete	100%	08/01/15, 06/30/16
4.1.3 Develop a research agenda that can be used to drive decisions. (TECH)	Agenda developed	100%	08/01/15, 06/30/16
4.1.4 Gather data to support student health to achieve increased student success. Gather data quality improvement. (NURSE)	% complete	100%	08/01/15, 06/30/16
4.1.4.1 7/ 2015-Beta testing CareDox for student health records. 8/2015 nursing staff trained to use CareDox Go live date-9/14/2015 (tentative) (Jennifer Glorioso)	10	100%	08/01/15, 06/30/16
4.1.5 Develop collaboration across the various federal programs to increase the quality and level of student learning support provided. (FED)	List of targeted collaborations; a minimum of one collaboration per program	100%	08/01/15, 06/30/16
4.1.6 Lead the department and GRC in a thoughtful consideration of funding opportunities to focus on funding that will allow us to meet current priorities and goals (and not just chase the dollars and the newest funding agencies' focus areas). (GRANTS)	Process on target/ongoing	100%	08/01/15, 06/30/16
4.1.7 Coordinate with technology to connect research, reports, work sessions and board/district decision-making. (SUPT)	% complete	100%	08/01/15, 06/30/16
4.1.8 Collaborate with management team to develop a realistic strategic action plan, including timelines and resource allocations that are structured for success. (SUPT)	% complete	100%	08/01/15, 06/30/16
4.1.9 Restructure administrative personnel and location assignments to support effective collaborative leadership, efficient support to schools, and targeted supports to students and families. (SUPT)			02/01/15, 06/30/17
4.1.10 Develop a comprehensive file plan for personnel files and other related employee files to address record compliance requirements and best practice in coordination with the district record retention policy. Review and bring all current employee files into compliance with new filing plan. (HR)			07/01/15, 06/30/17
4.1.11 Develop district training programs, training communication programs, and training tracking systems to address the upcoming changes in state mandated training for staff members (HR)			07/01/15, 06/30/16
4.1.12 Develop comprehensive classification matrices in order to properly align position descriptions with pay. (HR)		50	08/03/15, 12/30/16

4.1.13 Revise district position descriptions to comply with the Americans with Disabilities Act by differentiating essential and non-essential functions and identifying physical and mental demands of position. (HR)		50	10/01/15, 12/30/16
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**4.2 Curriculum System: Redesign our curriculum system to be agile and adaptive to change, keeping materials and resources relevant. (06/30/16)** Measure: Curriculum System Redesign Target: 100%

Dept/Site Level Initiatives and Supporting Actions	Measure	Target	Start Date, End Date
4.2.1 Provide alternative curriculum for SPED students or struggling learners. Create an on-line help-line that all users can view; coordinators will spend scheduled "office" time at buildings for on-site support. (SPED)	Process on target; alternative curriculum provided	100%	08/01/15, 06/30/16
4.2.2 The Curriculum Department will conduct a comprehensive revise of curriculum revision and materials adoption processes, and make recommendations for revision. (CURR)	% complete	100%	08/01/15, 06/30/16
4.2.2.1 The Curriculum Department will research current options for online and digital curriculum to include as materials are reviewed for adoption. (CURR )	% of digital resources included in materials review.		08/01/15, 06/30/16
4.2.3 The Curriculum Department will update purpose and role of Content Leadership Teams (including defining facilitators, role in curriculum development process and membership expectations) and present to the Superintendent for approval. (CURR)	% complete	100%	08/01/15, 12/31/15

**4.3 Quality Teaching: Implement New Educator Evaluation Framework. (06/30/16)** Measure: Implementation of Danielson Framework Target: 100%

Dept/Site Level Initiatives and Supporting Actions	Measure	Target	Start Date, End Date
4.3.1 Implement new evaluation system for certified staff based upon the Danielson Framework for Teaching. (ALL SITES) (HR)			07/01/15, 06/30/16
4.3.1.1 Create plan to onboard new staff to the Danielson Framework for Teaching each fall. (HR) (CURR )	% completed		07/01/15, 06/30/16
4.3.2 Provide support and guidance to administrators on the implementation of the new educator evaluation framework. (HR)	% complete	100%	08/01/15, 06/30/16
4.3.3 Support implementation of Danielson Framework for Teaching as the District's quality teaching model, with focus on Tier 1 instruction. (CURR)	% complete; ongoing	100%	08/01/15, 06/30/16
4.3.3.1 Align professional development offerings to Danielson Framework for Teaching and include as opportunities are published. (CURR )	% completed; ongoing		08/01/15, 06/30/16
4.3.3.2 Focus instructional support resources, such as Mentor Teachers, on supporting the Danielson Framework for Teaching and including Framework language and expectations in daily work with teachers. (CURR )	% complete; ongoing		08/01/15, 06/30/16
4.3.4 Discussions around the nets and bolts grading, finding balance w/ various grading policies. (NPH, LHS).			08/01/15, 06/30/16

4.3.5 Utilize CHAMPS structures; PD cycles through thinking maps (15-16); Kagan structures (16-17); CHAMPS (15-16). (MIDDLE SCHOOLS) (ASST SEC)	Process on target	100%	08/01/15, 06/30/16
4.3.6 Support CTE outcomes/certificates. (CTE)	Process on target	100%	08/01/15, 06/30/16
4.3.6.1 Align program curriculum, career pathways, and teacher professional development outcomes to focus on industry, state, and federal recognized credentials, endorsements or certifications for students. (CTE Department)	Ongoing		08/01/15, 06/30/16
4.3.7 As appropriate, provide supplemental Title I embedded professional development and coaching support to administrators and teachers working under the new educator evaluation framework. (FED)	% complete	100%	08/01/15, 06/30/16
4.3.8 Continue facilitation of districtwide Evaluation Work Group. (CURR) (ASST ELM)			07/01/15, 06/30/16

**4.4 Teacher Collaboration: Improve the effectiveness of Professional Learning Communities (PLCs). (06/30/16)**

Measure: PLC Effectiveness; Teacher Input

Target: 100%

Dept/Site Level Initiatives and Supporting Actions	Measure	Target	Start Date, End Date
4.4.1 Improve awareness of co-teaching strategies by encouraging collaboration between SPED and Gen Ed teachers. (SPED)	% complete	100%	08/01/15, 06/30/16
4.4.2 For the English Language Learner Program, use focused PLC time to support increased effectiveness of the district's three ELL Specialists. (FED)	Progress		08/11/15, 06/30/16
4.4.3 Support building administrators in implementation of effective PLC's. (ASST SEC) (ASST ELM)			07/01/15, 06/30/16

**4.5 School Buildings: Develop facility plan to address changing delivery needs & declining enrollment by end of 2015. (06/30/16)**

Measure: Facility Plan Developed

Target: 100%

Dept/Site Level Initiatives and Supporting Actions	Measure	Target	Start Date, End Date
4.5.1 Coordinate with Facilities, CFO and Borough Public Works to determine real savings/cost associated with closing a building. (SUPT)	% complete	100%	08/01/15, 06/30/16
4.5.2 Develop a process for potential building closure decision-making. (CFO)(FMD) (SUPT)			07/01/15, 06/30/16
4.5.3 Develop a process for redistricting. (CFO, FMD) (SUPT)			07/01/15, 06/30/16
4.5.4 Develop a communication plan for school closure and redistricting, as needed. (PR)			07/01/15, 06/30/16

**4.6 Culture: Strengthen employee relations to support the mission and instill a culture of continuous improvement. (06/30/16)**

Measure: Improved Engagement Score; Staff Survey Input

Target: 100%

Dept/Site Level Initiatives and Supporting Actions	Measure	Target	Start Date, End Date
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4.6.1 Ensure monthly visits by staff in each administrative center department in schools. (SUPT)	On target; monthly visits	100%	08/01/15, 06/30/16
4.6.2 Evolve the Teacher Advisory Committee to become a School Advisory Council that includes principal, ESSA and administrative center representatives. (SUPT)	% modified	100%	08/01/15, 06/30/16
4.6.2.1 Implement an agenda format that focuses on district-wide initiatives and activities. (Karen Gaborik)			08/01/15, 06/30/16
4.6.3 Support culture of continuous improvement.; Use benchmarks and review at monthly nurse meetings. (NURSE)	% complete	100%	08/01/15, 06/30/16
4.6.3.1 7/2015 Rough draft of KPIs to gather from Caretox. Alaska School Nurse consultant visit 8/2015 discuss data collection results. (Jennifer Glorioso)	10	100%	08/01/15, 06/30/16
4.6.4 Actively include principals in the administration budgeting process. (SUPT)	% complete	100%	08/01/15, 06/30/16
4.6.5 Increase awareness/compassion for students with disabilities. (PD for General Education teachers surrounding increasing engagement of all students; hands on training for providing Acc. and Mod. in the classroom; CO-Teaching Model) (SPED)	Process on target; increased awareness	100%	08/01/15, 06/30/16
4.6.6 Provide teachers and new hires with more PD related to tech tools (LMS, Powerschool, Gradebook, Website). (TECH)	On target; Increased PD	100%	08/01/15, 06/30/16
4.6.7 Develop interview question bank to ensure compliance with best hiring practices. (HR)			10/01/15, 06/30/16
4.6.8 Provide training once per semester for supervisors with one-on-one training for new supervisors as needed to ensure consistency in hiring processes. (HR)			09/01/15, 06/30/16

### **5 Technology Integration: Expand student access to technology to amplify learning.**

#### **5.1 Site Tech Support: Restructure site-level technology support. (06/30/16)**

Measure: Tech Support Restructure

Target: 100%

<b>Dept/Site Level Initiatives and Supporting Actions</b>	<b>Measure</b>	<b>Target</b>	<b>Start Date, End Date</b>
5.1.1 Assign student aids for assistance. (TECH)	% complete	100%	08/01/15, 06/30/16
5.1.2 Develop a districtwide vision for secondary school library media centers. (CURR)	Vision developed	100%	08/01/15, 06/30/16
5.1.3 Identify CLEAR annual goals (LMS, Google Docs, Typing Tutor, AMP) (TECH)	Annual goals identified	100	08/01/15, 06/30/16
5.1.4 Develop districtwide plan to support technology needs at school level, including prioritizing of needs and supports, and deployment of staff so as to support District initiatives. (CURR)	% complete	100%	08/01/15, 06/30/16
5.1.4.1 The Curriculum Department will gather information on school and teacher priorities for instructional technology support, so as to target responses to match identified needs. (CURR )	Completion		08/01/15, 03/11/16



**5.2 Virtual Learning: Expand student access to online courses including both hardware and fees. (06/30/16)**

Measure: Expanded online courses

Target: 100%

Dept/Site Level Initiatives and Supporting Actions	Measure	Target	Start Date, End Date
5.2.1 Implement learning management system (LMS). (TECH)	System implemented	100%	08/01/15, 06/30/16
5.2.2 Supporting expansion of options (HS online learning, elementary distance, learning expansion) (ASST SEC)	Process on target	100%	08/01/15, 06/30/16

**5.3 Technology in the Classroom: Build a plan to move into the digital future starting with digital content and technology for teachers, followed by 1:1. (06/30/16)**

Measure: Technology Plan/Roadmap

Target: 100%

Dept/Site Level Initiatives and Supporting Actions	Measure	Target	Start Date, End Date
5.3.1 Locate funding support for pilot projects. (Ex: Currently seeking funding and applying for a grant to implement a pilot 1:1 program at primary grade levels) (GRANTS)	Funding located	100%	07/01/15, 06/30/16
5.3.2 Develop vision for ITTs and integration of Danielson, Tier I instruction and technology (CURR)	Vision developed	100%	08/01/15, 06/30/16
5.3.3 Put together a program of training (Level 1, 2, 3) for CANVAS certificates. (CURR)	Program developed	100%	08/01/15, 06/30/16
5.3.4 Advocate for teacher accommodations for SPED students. (PD for General Education teachers surrounding increasing engagement of all students; hands on training for providing Acc. and Mod. in the classroom). (SPED)	Process on target	100%	08/01/15, 06/30/16
5.3.5 Use Federal Programs to provide extended learning opportunities that include increased access to technology for eligible students. (FED)			08/01/15, 06/30/16
5.3.6 The Curriculum Department will implement CANVAS as the district Learning Management System. (CURR)	CANVAS plan implemented		07/01/15, 06/30/16

**5.4 IT Infrastructure: Continue the IT infrastructure upgrade. (06/30/16)**

Measure: IT Infrastructure Upgrade

Target: 100%

Dept/Site Level Initiatives and Supporting Actions	Measure	Target	Start Date, End Date
5.4.1 Explore the role of Support Tech's for initiative such as centralized FAQ's, etc. (exploratory) (TECH)	Process on target	100%	08/01/15, 06/30/16

## APPENDIX A: STRATEGIC PLANNING TERMS

Strategic Planning Term	Definition
<b>Core Values/Guiding Principles</b>	How people want to behave with each other in the organization. Value statements describe actions that are the living enactment of the fundamental values held by most individuals within the organization. What are our guiding principles, as a group, to adhere to no matter what?
<b>Core Purpose/Mission Statement</b>	The organization's core purpose. Why do we exist?
<b>Vision Statement (5+ years)</b>	Where you are headed – your future state – your Big, Hairy, Audacious Goal. Where are we going?
<b>Competitive Advantages</b>	A characteristic(s) of an organization that allows it to meet their customer's need(s) better than their competition can. What are we best at in our market?
<b>Organization-Wide Strategies</b>	Your strategies are the general methods you intend to use to reach your vision. A strategy is like an umbrella. It is a general statement(s) that guides and covers a set of activities. You can develop strategies for your whole organization, a department, a specific set of activities, or a guiding statement for a year. No matter what the level, a strategy answers the question "how."
<b>Long-Term Strategic Goals (3+ years)</b>	Long-term, broad, continuous statements that address all areas of your organization. If you have a five-year vision, these would be three- to four-year intermediate guideposts on the way there. What must we focus on to achieve our vision?
<b>Short-Term Items (1 year)</b>	Short-term items that convert the Strategic Goals into specific performance targets. Effective goals clearly state what, when, who and are specifically measurable – they are Specific, Measurable, Attainable, Responsible person, time bound (SMART). What must we do to achieve our long-term Strategic Goals?
<b>Key Performance Indicators (KPIs)</b>	Metric and non-metric measurements essential to the completion of an organization's goals. Each organization narrows the possible list down to a manageable group of KPIs that make the most difference to performance. KPIs are linked to goals. How will we know we have achieved our goals?

# FNSBSD Site Planning: Anderson Elementary FY16 Initiatives

## 1. PERSONALIZED LEARNING: Provide students with options to meet their needs and achieve academic success.

District Objective	FY16 Initiative	STEPP
Full Day Kindergarten: Investigate full-day kindergarten option	Assess school readiness for possibility of full day K option (i.e. parent survey interest, projected enrollment in spring, building space, staffing, etc.)  Site Champion: Kindergarten teachers and Stacey Stansell, Principal	
	Site Champion:	
	Site Champion:	

## 2. EFFECTIVE COMMUNICATION: Transparent and consistent communication to increase student, parent, staff and community connectedness with the District.

District Objective	FY16 Initiative	STEPP
<b>Parents:</b> Ensure all parents are informed through systematic, multi-channel delivery of relevant information.	Ensure monthly newsletters/calendars are updated online via FNSBSD website, emailed via Blackboard Connect, and printed for take home  Site Champion: Administrative Support Staff and Stacey Stansell, Principal	
<b>Staff:</b> Ensure frequent and streamlined internal communication to keep all FNSBSD staff feeling connected.	Communicate via email, PLC's, face to face, staff meetings  Site Champion: Administrative Support Staff and Stacey Stansell, Principal	
<b>Community:</b> Proactively communicate and invite two-way dialogue between the community and District.	Encourage download of FNSBSD Application (Parent Link)---update and send information periodically  Site Champion: Administrative Support Staff and Stacey Stansell, Principal	

**3. PARENT & COMMUNITY ENGAGEMENT: Increase the level of involvement of parents and community groups with schools to facilitate a stronger learning environment for students.**

District Objective	FY16 Initiative	STEPP
<b>Site-Level Parent Organization:</b> Ensure every school has a parent-led organization to promote parent engagement.	Investigate current PTA Organization---Continue to grow parent participation, encourage school involvement to support our students.  Site Champion: Administrative Support Staff, Teachers, and Principal, Stacey Stansell	
<b>Business Partnerships &amp; Community Groups:</b> Expand partnerships with businesses and community groups.	Investigate current military partnerships and continue to foster those in place  Site Champion: Georgia Sandgren, Admin. Secretary and Stacey Stansell, Principal	

**4. ORGANIZATIONAL SUPPORT: Create an environment that supports the needs of staff to enable a school and organizational climate where students thrive.**

District Objective	FY16 Initiative	STEPP
<b>Quality Teaching:</b> Implement New Educator Evaluation Framework.	Implementation of Danielson Framework as an evaluation tool with FEA staff  Site Champion: Teachers K-2 and Stacey Stansell, Principal	X
<b>Teacher Collaboration:</b> Improve the effectiveness of Professional Learning Communities (PLCs).	Create and implement pilot Student Learning Objectives with our PLC time  Site Champion: Teachers K-2, Stacey Stansell, Principal	X
<b>Culture:</b> Strengthen employee relations to support the mission and instill a culture of continuous improvement.	Revisit FNSBSD Mission, Vision, Values, Strategic Goals at beginning of year and periodically Recognize and celebrate teacher leaders at staff meetings/PLC meetings as appropriate  Site Champion: Stacey Stansell, Principal	

**5. TECHNOLOGY INTEGRATION: Expand student access to technology to amplify learning.**

District Objective	FY16 Initiative	STEPP
<b>Site Tech Support:</b> Restructure site-level technology support.	Define relevant technology support needed by staff to improve effective use of technology. Declare site technology support "go-to" person.  Site Champion: Katie Jensen, 2 <sup>nd</sup> grade teacher and Stacey Stansell, Principal	
<b>Technology in the Classroom:</b> Build a plan to move into the digital future starting with digital content and technology for teachers, followed by 1:1.	Planning and training in preparation for 1:1 Grant Award for our military sites. (Using technology to help teachers differentiate instruction in the classroom.)  Site Champion: 1:1 Grant Supervisor Liason, 1 <sup>st</sup> Grade Teachers, and Stacey Stansell, Principal	

# FNSBSD Site Planning: Arctic Light FY16 Initiatives

## 1. PERSONALIZED LEARNING: Provide students with options to meet their needs and achieve academic success.

District Objective	FY16 Initiative	STEPP
Class size	Site Champion:	
Full day kindergarten	ARC will investigate methods of incorporating kindergarten students into the RTI process in preparation for the shift to full day kindergarten using AIMSweb data and normed growth tables. ARC kinder team and admin will discuss and plan structure for a full day kinder schedule. Site Champion:	
	Site Champion:	

## 2. EFFECTIVE COMMUNICATION: Transparent and consistent communication to increase student, parent, staff and community connectedness with the District.

District Objective	FY16 Initiative	STEPP
<b>Parents:</b> Ensure all parents are informed through systematic, multi-channel delivery of relevant information.	ARC will utilize blackboard connect, PowerSchool, PowerTeacher, the outside reader board to inform parents of upcoming events, and will explore the use of any CCTV or base wide publications to broaden the scope of school communication. Additionally a kiosk will be available during school events to encourage app use and familiarize parents with available technology features.  Site Champion:	
<b>Staff:</b> Ensure frequent and streamlined internal communication to keep all FNSBSD staff feeling connected.	ARC will employ the use of district email to distribute information instantly as necessary, additionally the daily bulletin will be emailed for daily communications, bimonthly staff meetings will be held for less time-sensitive agenda items (followed up by notes archived for non-attendees), and the webpage calendar will be updated to keep staff informed of upcoming events.  Site Champion:	
<b>Community:</b> Proactively communicate and invite two-way dialogue between the community and District.	ARC will investigate the use of base-wide CCTV and publications to invite parents to the school for community events where stakeholders will be invited to give input to school-wide plans.  Site Champion:	

**3. PARENT & COMMUNITY ENGAGEMENT: Increase the level of involvement of parents and community groups with schools to facilitate a stronger learning environment for students.**

District Objective	FY16 Initiative	STEPP
<b>Site-Level Parent Organization:</b> Ensure every school has a parent-led organization to promote parent engagement.	Arctic Light will recruit parents for a parent organization during Greet and Meet and will convert the current PTA room into a VIP room to bring more parents into the school on a regular basis.  Site Champion:	
<b>Business Partnerships &amp; Community Groups:</b> Expand partnerships with businesses and community groups.	ARC will coordinate with our Armed Forces School Liaison to build relationships with organizations on base and encourage volunteers to come into the school for partner reading time with students or other events.  Site Champion:	

**4. ORGANIZATIONAL SUPPORT: Create an environment that supports the needs of staff to enable a school and organizational climate where students thrive.**

District Objective	FY16 Initiative	STEPP
<b>Quality Teaching:</b> Implement New Educator Evaluation Framework.	ARC will continue to support teachers in developing fluent classroom management skills to support Danielson Domain 2 through the implementation of CHAMPS.  Site Champion:	
<b>Teacher Collaboration:</b> Improve the effectiveness of Professional Learning Communities (PLCs).	ARC will continue to develop PLCs through the explicit use of SMART goals for PLC , establishing norms and stated goals for meeting, and requiring a Google Doc artifact for meetings. Staff will be encourage to use PLC's to discuss the progression of SLO's. Site Champion:	
<b>Culture:</b> Strengthen employee relations to support the mission and instill a culture of continuous improvement.	ARC will encourage staff to share small victories during PLCs to bring focus to the positives happening in classrooms, celebrating success.  Site Champion:	

**5. TECHNOLOGY INTEGRATION: Expand student access to technology to amplify learning.**

District Objective	FY16 Initiative	STEPP
<b>Site Tech Support:</b> Restructure site-level technology support.	ARC will conduct a needs assessment with staff to target professional learning opportunities to best support student learning in the classroom while utilizing PLCs to build on and share member strengths  Site Champion:	
<b>Technology in the Classroom:</b> Build a plan to move into the digital future starting with digital content and technology for teachers, followed by 1:1.	ARC will build staff confidence with technology by encouraging teachers to implement technology into lessons weekly. Encourage teachers to utilize keyboarding lessons for grade levels. ARC will begin the planning process of  Site Champion:	

# FNSBSD Site Planning: Anne Wien Elementary FY16 Initiatives

## 1. PERSONALIZED LEARNING: Provide students with options to meet their needs and achieve academic success.

Investigate Full Day Kindergarten	Site Champion: Michael Angaiak, Julie Tallberg, Jan Daniels <ul style="list-style-type: none"> <li>● Investigate ability and policy to “cap” kindergarten class size (full-day kindergarten will be highly desirable for many families, possibly increasing OAA applications; need home address verification)</li> <li>● Investigate time required for K Aides</li> <li>● Implement full-day kindergarten during 4<sup>th</sup> Quarter of 2015-16 school year: students will be in routines and able to take on full-day more independently; good transition for full-day 1<sup>st</sup> Grade</li> </ul>	AKSTEPP

## 2. EFFECTIVE COMMUNICATION: Transparent and consistent communication to increase student, parent, staff and community connectedness with the District.

<b>Parents:</b> Ensure all parents are informed through systematic, multi-channel delivery of relevant information.	Site Champion: Michael Angaiak, Rachael Castro <ul style="list-style-type: none"> <li>● Goal of 100% PowerSchool Access to all families</li> <li>● Investigate “Remind 101” for group texting</li> <li>● District App to all parents</li> <li>● Investigate “Mail Chimp” for group mailing/texting</li> <li>● Continue use of Blackboard Connect “robocalls” throughout year</li> </ul>	AKSTEPP
<b>Staff:</b> Ensure frequent and streamlined internal communication to keep all FNSBSD staff feeling connected.	Site Champion: Michael Angaiak <ul style="list-style-type: none"> <li>● District board meetings, district initiatives, in regular (monthly?) bullet points.</li> </ul>	AKSTEPP
<b>Community:</b> Proactively communicate and invite two-way dialogue between the community and District. (Principals)	Site Champion: Michael Angaiak <ul style="list-style-type: none"> <li>● Business partners present in schools, publicize partnership</li> </ul>	AKSTEPP

**3. PARENT & COMMUNITY ENGAGEMENT: Increase the level of involvement of parents and community groups with schools to facilitate a stronger learning environment for students.**

<b>Site-Level Parent Organization:</b> Ensure every school has a parent-led organization to promote parent engagement.	Site Champion: Michael Angaiak, PTA Executive Board <ul style="list-style-type: none"> <li>Formalize military participation</li> </ul>	AKSTEPP
<b>Business Partnerships &amp; Community Groups:</b> Expand partnerships with businesses and community groups.	Site Champion: Michael Angaiak <ul style="list-style-type: none"> <li>Encourage father participation as a method to increase family engagement</li> <li>Investigate "Strong Fathers, Strong Families" materials</li> </ul>	AKSTEPP

**4. ORGANIZATIONAL SUPPORT: Create an environment that supports the needs of staff to enable a school and organizational climate where students thrive.**

<b>Quality Teaching:</b> Implement New Educator Evaluation Framework.	Site Champion: Michael Angaiak <ul style="list-style-type: none"> <li>Implement Danielson Evaluation Instrument per handbook</li> <li>Continue use of CHAMPS expectations in classrooms and school common areas</li> <li>Continue use of Kagan Structures in classrooms and Kagan coursework to staff</li> <li>Continue school Book Study: "Brain-Friendly Teaching"</li> </ul>	AKSTEPP
<b>Teacher Collaboration:</b> Improve the effectiveness of Professional Learning Communities (PLCs).	Site Champion: Full Staff <ul style="list-style-type: none"> <li>Utilize PLCs to create and implement SLOs (pilot) with certified teachers</li> <li>"Specialists" meet as PLC to create SLOs -Unified time! Ready Talk</li> <li>Introduce Kagan "Structure A Month" club</li> <li>Continue monthly school "Navigation Meetings" allowing for staff-directed topics and volunteer participation</li> </ul>	AKSTEPP
<b>Culture:</b> Strengthen employee relations to support the mission and instill a culture of continuous improvement.	Site Champion: Full Staff <ul style="list-style-type: none"> <li>Continue monthly school "Navigation Meetings"</li> <li>Offer Book Study for college/recency credit</li> <li>Teacher-led PLC topics based on AKSTEPP plan and student needs</li> </ul>	AKSTEPP

**5. TECHNOLOGY INTEGRATION: Expand student access to technology to amplify learning.**

<b>Site Tech Support:</b> Restructure site-level technology support.	Site Champion: Michael Angaiak <ul style="list-style-type: none"> <li>Define relevant tech support based on teacher/staff need</li> </ul>	AKSTEPP
<b>Technology in the Classroom:</b> Build a plan to move into the digital future starting with digital content and technology for teachers, followed by 1:1.	Site Champion: Michael Angaiak <ul style="list-style-type: none"> <li>Use tech to differentiate instruction in the classroom</li> </ul>	AKSTEPP



# FNSBSD Site Planning: Badger FY16 Initiatives

## 1. PERSONALIZED LEARNING: Moving to personalized learning, providing students with options to meet their needs and achieve academic success.

District Objective	FY16 Initiative	STEPP
	<p>Ensure class size is conducive to learning specifically at L-2 levels</p> <p>Site Champion: principal working with district.</p>	
	<p>- use software that adjusts to identify and modify students' needs.</p> <p>Site Champion: teachers</p>	
	<p>Site Champion:</p>	

## 2. EFFECTIVE COMMUNICATION: Transparent and consistent communication to increase student, parent, staff and community connectedness with the District.

District Objective	FY16 Initiative	STEPP
<p><b>Parents:</b> Ensure all parents are informed through systematic, multi-channel delivery of relevant information.</p>	<p>- Continue weekly "Bear Necessities" newsletter from principal to families and post on school website.</p> <p>Site Champion: Principal</p>	
<p><b>Staff:</b> Ensure frequent and streamlined internal communication to keep all FNSBSD staff feeling connected.</p>	<p>- Continue daily bulletin via email to staff.</p> <p>Site Champion :Admin secretary</p>	
<p><b>Community:</b> Proactively communicate and invite two-way dialogue between the community and District. (Principals)</p>	<p>- Reach out to Daily News Miner to publish positive school events</p> <p>- Promote Parent Link on FNSBSD website</p> <p>Site Champion: Principal/teachers</p>	

**3. PARENT & COMMUNITY ENGAGEMENT: Increase the level of involvement of parents and community groups with schools to facilitate a stronger learning environment for students.**

District Objective	FY16 Initiative	STEPP
<b>Site-Level Parent Organization:</b> Ensure every school has a parent-led organization to promote parent engagement. (Principals)	<ul style="list-style-type: none"> <li>- Work with PTA to ensure smooth transition of new principal.</li> <li>- Offer teachers to attend one PTA meeting per year as PLC time to improve collaboration between the two groups.</li> </ul> <p>Site Champion: PTA President/Principal</p>	
<b>Business Partnerships &amp; Community Groups:</b> Expand partnerships with businesses and community groups.	<ul style="list-style-type: none"> <li>-Increase usage of LEAD partners</li> <li>-Strengthen military partnership</li> </ul> <p>Site Champion: All Staff/Team leaders</p>	

**4. ORGANIZATIONAL SUPPORT: Create an environment that supports the needs of staff to enable a school and organizational climate where students thrive.**

District Objective	FY16 Initiative	STEPP
<b>Quality Teaching:</b> Implement New Educator Evaluation Framework.	<ul style="list-style-type: none"> <li>- Implement Danielson evaluations</li> </ul> <p>Site Champion: All certified Staff</p>	
<b>Teacher Collaboration:</b> Improve the effectiveness of PLC's.	<ul style="list-style-type: none"> <li>- Create/Implement/Monitor SLOs</li> </ul> <p>Site Champion: All staff</p>	
<b>Culture:</b> Strengthen employee relations to support the mission and instill a culture of continuous improvement.	<ul style="list-style-type: none"> <li>- Gather staff handbook input before final printing</li> </ul> <p>Site Champion:Princiipal</p>	

5. TECHNOLOGY INTEGRATION: Expand student access to technology to amplify learning.

District Objective	FY16 Initiative	STEPP
<p><b>Site Tech Support:</b> Restructure site-level technology support.</p>	<ul style="list-style-type: none"> <li>- Provide MOA for onsite tech support by staff member</li> <li>- Define relevant tech support as needed by each classroom to improve effective use in classroom</li> </ul> <p>Site Champion:</p>	
<p><b>Technology in the Classroom:</b> Build a plan to move into the digital future starting with digital content and technology for teachers, followed by 1:1.</p>	<ul style="list-style-type: none"> <li>- Assess tech professional development needs</li> <li>- move forward with DODE grant (1-1 ipads)</li> </ul> <p>Site Champion: All staff</p>	

# FNSBSD Site Planning: Barnette Magnet School FY16 Initiatives

## 1. PERSONALIZED LEARNING: Provide students with options to meet their needs and achieve academic success.

District Objective	FY16 Initiative	STEPP
SLO Development	All teachers will create SLO's ensuring students are advancing and achieving. Formative assessments will be utilized each quarter to measure progress.  Site Champion: Grade Level Teachers	
Charlotte Danielson Framework and New Evaluation	Create portfolios to house artifacts which will evidence proficiency in each of the Domains and for SLO's. Portfolio may be digital (Evernote App or CYA App) or a binder.  Site Champion: Principal	
	Site Champion:	

## 2. EFFECTIVE COMMUNICATION: Transparent and consistent communication to increase student, parent, staff and community connectedness with the District.

District Objective	FY16 Initiative	STEPP
<b>Parents:</b> Ensure all parents are informed through systematic, multi-channel delivery of relevant information.	Utilize enews (Mail Chimp?, Powerschool), District App, Website, emails, phone calls and exhibit nights.  Site Champion: Teachers, Office Staff, Principal and Support Staff	
<b>Staff:</b> Ensure frequent and streamlined internal communication to keep all FNSBSD staff feeling connected.	Staff Meetings, PLC's, Google docs, District App  Site Champion: Principal and Administrative Assistant	
<b>Community:</b> Proactively communicate and invite two-way dialogue between the community and District.	Friday in Fairbanks partnerships, website, Surveys, emails, PTA collaboration, Business Partnerships, Exhibit Night Celebrations  Site Champion: FIF Coordinator, Principal	

**3. PARENT & COMMUNITY ENGAGEMENT: Increase the level of involvement of parents and community groups with schools to facilitate a stronger learning environment for students.**

District Objective	FY16 Initiative	STEPP
<b>Site-Level Parent Organization:</b> Ensure every school has a parent-led organization to promote parent engagement.	Continue our strong PTA and family engagement, exhibit nights  Site Champion: Principal	
<b>Business Partnerships &amp; Community Groups:</b> Expand partnerships with businesses and community groups.	Friday in Fairbanks Partners, Brigade Engineer Battalion, GVEA Good Cents?  Site Champion: FIF Coordinator/Principal	

**4. ORGANIZATIONAL SUPPORT: Create an environment that supports the needs of staff to enable a school and organizational climate where students thrive.**

District Objective	FY16 Initiative	STEPP
<b>Quality Teaching:</b> Implement New Educator Evaluation Framework.	Continued Training and implementation of Thinking Maps, Step Up To Writing, Randy Sprick CHAMPS, SLO Binders and artifact collection. Mission and Vision statements on all correspondence  Site Champion: Principal	
<b>Teacher Collaboration:</b> Improve the effectiveness of Professional Learning Communities (PLCs).	Themes for PLC topics, Google doc entry of meetings for accountability, reflection, and teachers can read notes if they miss meeting.  Site Champion: Principal	
<b>Culture:</b> Strengthen employee relations to support the mission and instill a culture of continuous improvement.	Ask, "Would I want to be a student in my class?" each day. Continue to align our explorations with AKSS. Continue reminders of our mission and vision. Use professional leave time to free up grade level partners to visit each other's classes and observe evidence of engagement.  Site Champion: Principal	

**5. TECHNOLOGY INTEGRATION: Expand student access to technology to amplify learning.**

District Objective	FY16 Initiative	STEPP
<b>Site Tech Support:</b> Restructure site-level technology support.	Addition of Chrome Books. Engage teachers with model lessons from ITT and technology expertise within our building.  Site Champion: Jaime Witte	

**Technology in the Classroom:** Build a plan to move into the digital future starting with digital content and technology for teachers, followed by 1:1.

Approve BYOD for teacher discretion, changed language in student handbook. Focus of responsible digital citizenship.

Site Champion: Classroom teachers and Principal



# FNSBSD Site Planning: Crawford Elementary FY16 Initiatives

## 1. PERSONALIZED LEARNING: Provide students with options to meet their needs and achieve academic success.

District Objective	FY16 Initiative	STEPP
Response to Intervention	More quickly review and implement tools, for both RTI-aides and teachers, to help our tier 2 and 3 students move toward tier 1.  Site Champion:	
	Site Champion:	
	Site Champion:	

## 2. EFFECTIVE COMMUNICATION: Transparent and consistent communication to increase student, parent, staff and community connectedness with the District.

District Objective	FY16 Initiative	STEPP
<b>Parents:</b> Ensure all parents are informed through systematic, multi-channel delivery of relevant information.	Encourage parents through media measures to subscribe to District Apps.  Site Champion:	
<b>Staff:</b> Ensure frequent and streamlined internal communication to keep all FNSBSD staff feeling connected.	Site Champion:	
<b>Community:</b> Proactively communicate and invite two-way dialogue between the community and District.	Encourage and promote a more active PTO and parent volunteer pool. Look closely into better communication through email, robo calls, Connect Ed, PR Shout Outs, etc. Making sure the website is updated in a timely manner.  Site Champion:	

**3. PARENT & COMMUNITY ENGAGEMENT: Increase the level of involvement of parents and community groups with schools to facilitate a stronger learning environment for students.**

District Objective	FY16 Initiative	STEPP
<b>Site-Level Parent Organization:</b> Ensure every school has a parent-led organization to promote parent engagement.	Continue to work with our PTO to promote a more active group. ~Email, Connect Ed, Newsletters, etc  Site Champion:	
<b>Business Partnerships &amp; Community Groups:</b> Expand partnerships with businesses and community groups.	Learn more about business partnership: how to get and use them.  Site Champion:	

**4. ORGANIZATIONAL SUPPORT: Create an environment that supports the needs of staff to enable a school and organizational climate where students thrive.**

District Objective	FY16 Initiative	STEPP
<b>Quality Teaching:</b> Implement New Educator Evaluation Framework.	Work on and continue to share Danielson.  Site Champion:	
<b>Teacher Collaboration:</b> Improve the effectiveness of Professional Learning Communities (PLCs).	I need to learn more about the PLC structure and how to make it effective.  Site Champion:	3.4 1.05
<b>Culture:</b> Strengthen employee relations to support the mission and instill a culture of continuous improvement.	Revisit Vision-Mission statements at the beginning of the school year, both the board's and the school's.  Site Champion:	

**5. TECHNOLOGY INTEGRATION: Expand student access to technology to amplify learning.**

District Objective	FY16 Initiative	STEPP
<b>Site Tech Support:</b> Restructure site-level technology support.	Begin the process of growing our own on-site tech support.  Site Champion:	
<b>Technology in the Classroom:</b> Build a plan to move into the digital future starting with digital content and technology for teachers, followed by 1:1.	Begin work with the DODEA 1:1 grant.  Site Champion:	



# FNSBSD Site Planning: Denali Elementary FY16 Initiatives

## 1. PERSONALIZED LEARNING: Moving to personalized learning, providing students with options to meet their needs and achieve academic success.

District Objective	FY16 Initiative	STEPP
Full day Kindergarten	Begin conversations with kindergarten staff regarding full day kindergarten.  Site Champion: Debbie Hall	3.2,4.5,4.8,6.6,6.8
	Site Champion:	
	Site Champion:	

## 2. EFFECTIVE COMMUNICATION: Transparent and consistent communication to increase student, parent, staff and community connectedness with the District.

District Objective	FY16 Initiative	STEPP
<b>Parents:</b> Ensure all parents are informed through systematic, multi-channel delivery of relevant information.	<ol style="list-style-type: none"> <li>1. Create school Facebook page to add to our communications with parents. (will need District approval or new policy on this)</li> <li>2. Increase parent understanding and usage of district app through help stations at back to school night, parent teacher conferences, newsletter, and web page.</li> <li>3. Create teacher pages on the new district web page for outreach to parents.</li> <li>4. Utilize the district web page/school web page to disseminate monthly school newsletter.</li> </ol> Site Champion: Debbie Hall	4.3,4.7,4.8.6.6
<b>Staff:</b> Ensure frequent and streamlined internal communication to keep all FNSBSD staff feeling connected.	<ol style="list-style-type: none"> <li>1. Implement the use of Google forms to get feedback from staff on school wide and district issues.</li> <li>2. Implement vertical teams and building Navigation Meetings (held at least once a month) to assist in the communication and discussion of both building and district issues.</li> <li>3. Implement designated times to meet with classified staff (early out days) to discuss both building and district issues.</li> </ol> Site Champion: Debbie Hall	3.2, 4.8, 5.1, 6.1, 6.2, 8.7

<p><b>Community:</b> Proactively communicate and invite two-way dialogue between the community and District. (Principals)</p>	<p>1. Utilize the district Shout Out to get information out to community. 2. Use Blackboard Connect, District App, School web-page, and school newsletter (digital and hard copy) to disseminate both school and district initiatives.</p> <p>Site Champion: Debbie Hall</p>	<p>4.7, 4.8,6.6</p>
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**3. PARENT & COMMUNITY ENGAGEMENT: Increase the level of involvement of parents and community groups with schools to facilitate a stronger learning environment for students.**

District Objective	FY16 Initiative	STEPP
<b>Site-Level Parent Organization:</b> Ensure every school has a parent-led organization to promote parent engagement. (Principals)	<ol style="list-style-type: none"> <li>1. Maintain and empower current PTA to establish goals and implement them for increased involvement.</li> <li>2. Implement Volunteer Spot online program to encourage both PTA and non-PTA members to become classroom volunteers for one-on-one tutoring of students.</li> </ol> <p>Site Champion: Debbie Hall</p>	4.7, 4.8 6.6
<b>Business Partnerships &amp; Community Groups:</b> Expand partnerships with businesses and community groups.	<ol style="list-style-type: none"> <li>1. Provide newsletters to business partnerships and invite to school wide functions throughout the year.</li> <li>2. Invite Business Partner employees to become involved in the Volunteer Spot program (arrange to make presentation to partner employees in Sept.)</li> <li>3. Work to secure additional business partnership by one during the 2015-16 school year.</li> </ol> <p>Site Champion: Debbie Hall</p>	3.2,4.5, 4.8, 6.6

**4. ORGANIZATIONAL SUPPORT: Create an environment that supports the needs of staff to enable a school and organizational climate where students thrive.**

District Objective	FY16 Initiative	STEPP
<b>Quality Teaching:</b> Implement New Educator Evaluation Framework.	<ol style="list-style-type: none"> <li>1. Implement Danielson framework as an evaluative tool as required.</li> </ol> <p>Site Champion: Debbie Hall</p>	3.4, 4.6,5.1, 5.3, 6.1, 6.2, 6.5,6.8,8.7
<b>Teacher Collaboration:</b> Improve the effectiveness of PLC's.	<ol style="list-style-type: none"> <li>1. Create and implement pilot SLOs at each grade level PLC and provide opportunities for collaboration and discussion.</li> <li>2. Implement monthly PLC meetings with neighborhood schools for specialists to facilitate the piloting of SLOs.</li> <li>3. Provide opportunities for site-based professional learning and collaboration for grade levels.</li> <li>4. Create and implement a co-teaching approach in 4<sup>th</sup> grade to address the specific needs of Tier 2 and Tier 3 students and a push-in model of Response to Intervention.</li> </ol> <p>Site Champion: Debbie Hall</p>	1.1, 2.1, 2.3, 3.2, 3.3,3.4, 4.5,5.1, 5.3,6.1, 6.2,8.7
<b>Culture:</b> Strengthen employee relations to support the mission and instill a culture of continuous improvement.	<ol style="list-style-type: none"> <li>1. Increase employee recognition at a school community level (monthly ESSA and FEA spotlight on bulletin board and in newsletters.</li> <li>2. Implement staff recognition award M&amp;M (Moving Mountains) at each staff meeting – where colleagues acknowledge each other.</li> </ol> <p>Site Champion: Debbie Hall</p>	4.6, 6.1, 6.5, 8.7

5. TECHNOLOGY INTEGRATION: Expand student access to technology to amplify learning.

District Objective	FY16 Initiative	STEPP
<p><b>Site Tech Support:</b> Restructure site-level technology support.</p>	<p>1. Define relevant tech. support needed by staff to improve the effective use of technology in the classroom then provide on site training and learning opportunities to address these needs.</p> <p>2. Provide MOA for on site tech. support by staff member(s).</p> <p>Site Champion: Debbie Hall</p>	<p>3.2, 3.3, 4.5, 5.3, 6.1, 6.8, 8.7</p>
<p><b>Technology in the Classroom:</b> Build a plan to move into the digital future starting with digital content and technology for teachers, followed by 1:1.</p>	<p>1. Incorporate technology to differentiate instruction on a weekly basis in each classroom at each grade level.</p> <p>Site Champion: Debbie Hall</p>	<p>1.1, 3.2, 3.3, 4.5, 4.8, 5.3, 6.1</p>

# FNSBSD Site Planning: <<Hunter>> FY16 Initiatives

## 1. PERSONALIZED LEARNING: Provide students with options to meet their needs and achieve academic success.

District Objective	FY16 Initiative	STEPP
	<p>Full Day Kindergarten (4<sup>th</sup> quarter full day – pilot)</p> <p>Site Champion: : Robyn Ward</p>	
	<p>Early Literacy initiative – 1<sup>st</sup> grade walk to intervention</p> <p>Site Champion: Robyn Ward</p>	
	<p>Homework help (club)</p> <p>Site Champion: Robyn Ward</p>	

## 2. EFFECTIVE COMMUNICATION: Transparent and consistent communication to increase student, parent, staff and community connectedness with the District.

District Objective	FY16 Initiative	STEPP
<p><b>Parents:</b> Ensure all parents are informed through systematic, multi-channel delivery of relevant information.</p>	<p>Increase parent understanding and usage of district apps/mobile devices</p> <p>Site Champion: : Robyn Ward</p>	
<p><b>Staff:</b> Ensure frequent and streamlined internal communication to keep all FNSBSD staff feeling connected.</p>	<p>Use new revised website and keep it current. Teachers have their own page on website. Include staff in Robo calls to parents</p> <p>Site Champion: : Robyn Ward</p>	
<p><b>Community:</b> Proactively communicate and invite two-way dialogue between the community and District.</p>	<p>Use the district and news miner to recognize what is happening at our school.</p> <p>Site Champion: : Robyn Ward</p>	

**3. PARENT & COMMUNITY ENGAGEMENT: Increase the level of involvement of parents and community groups with schools to facilitate a stronger learning environment for students.**

District Objective	FY16 Initiative	STEPP
<b>Site-Level Parent Organization:</b> Ensure every school has a parent-led organization to promote parent engagement.	Establish a parent advisory group. Increase parents participation in the school (volunteer)  Site Champion: : Robyn Ward	
<b>Business Partnerships &amp; Community Groups:</b> Expand partnerships with businesses and community groups.	Recognize business partners in our newsletters and on the website.  Site Champion: : Robyn Ward	

**4. ORGANIZATIONAL SUPPORT: Create an environment that supports the needs of staff to enable a school and organizational climate where students thrive.**

District Objective	FY16 Initiative	STEPP
<b>Quality Teaching:</b> Implement New Educator Evaluation Framework.	Implement Danielson - use instructional rounds to help with artifacts. Use videos in staff meeting to help with scoring.  Use a portfolios, zip drives, etc. to showcase artifacts for Danielson.  Site Champion: : Robyn Ward	
<b>Teacher Collaboration:</b> Improve the effectiveness of Professional Learning Communities (PLCs).	Create and implement SLOs.  Implement monthly PLC meetings for specialist to facilitate the piloting of SLOs  Site Champion: : Robyn Ward	
<b>Culture:</b> Strengthen employee relations to support the mission and instill a culture of continuous improvement.	Increase employee recognition. Meet monthly with staff advisory  Continue with CHAMPS  Site Champion: : Robyn Ward	

**5. TECHNOLOGY INTEGRATION: Expand student access to technology to amplify learning.**

District Objective	FY16 Initiative	STEPP
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<b>Site Tech Support:</b> Restructure site-level technology support.	Use a staff member(s) for on-site tech support - MOA Site Champion: : Robyn Ward	
<b>Technology in the Classroom:</b> Build a plan to move into the digital future starting with digital content and technology for teachers, followed by 1:1.	Increase technology usage in the classrooms. Site Champion: : Robyn Ward	

# FNSBSD Site Planning: Joy Elementary FY16 Initiatives

## 1. PERSONALIZED LEARNING: Provide students with options to meet their needs and achieve academic success.

Full day Kindergarten	<p>Begin conversations with Kindergarten teachers about implementing full day Kindergarten, possibly during 4<sup>th</sup> quarter.</p> <p>Site Champion: Principal and Kindergarten teachers</p>	<p>STEPP 1.05</p>
Student Learning Objectives	<p>Develop grade level team student learning objectives to meet student needs.</p> <p>Site Champion: Principal and grade level teams</p>	<p>STEPP 1.05, 2.02, 3.02</p>
Student Support Team	<p>Implement a consistent process for addressing areas of concern related to student academic and behavioral success.</p> <p>Site Champion: Principal and Student Support Team</p>	<p>STEPP 1.05, 3.02</p>

## 2. EFFECTIVE COMMUNICATION: Transparent and consistent communication to increase student, parent, staff and community connectedness with the District.

<p><b>Parents:</b> Ensure all parents are informed through systematic, multi-channel delivery of relevant information.</p>	<p>Site Champion:</p> <ul style="list-style-type: none"> <li>• Ensure online newsletters are updated monthly</li> <li>• Provide training to parents for using PS- at conferences and open house</li> <li>• Deliver relevant information using Blackboard Connect</li> </ul>	<p>STEPP 4.08, 8.10</p>
<p><b>Staff:</b> Ensure frequent and streamlined internal communication to keep all FNSBSD staff feeling connected.</p>	<p>Site Champion:</p> <ul style="list-style-type: none"> <li>• Email daily bulletins, positives, feedback on drills</li> <li>• Forward informational emails from board, district, etc.</li> </ul>	<p>STEPP 6.05</p>
<p><b>Community:</b> Proactively communicate and invite two-way dialogue between the community and District. (Principals)</p>	<p>Site Champion:</p> <ul style="list-style-type: none"> <li>• Notify community, through newsletters and the web page, of opportunities to participate and provide input at district/ board sessions</li> <li>• Provide media with content that is positive and specific</li> </ul>	<p>STEPP 4.08, 8.10</p>



**3. PARENT & COMMUNITY ENGAGEMENT: Increase the level of involvement of parents and community groups with schools to facilitate a stronger learning environment for students.**

<b>Site-Level Parent Organization:</b> Ensure every school has a parent-led organization to promote parent engagement.	Site Champion: Principal and PTA President <ul style="list-style-type: none"> <li>• Maintain a VIP room for parent volunteers</li> <li>• Collaborate with current PTA to support engagement- maintain and empower current PTA to establish goals and implement them for increased involvement</li> <li>• Work with PTA to implement Parenting Partners classes and train parent facilitators</li> </ul>	STEPP 4.08, 8.10
<b>Business Partnerships &amp; Community Groups:</b> Expand partnerships with businesses and community groups.	Site Champion: Principal <ul style="list-style-type: none"> <li>• Partner with Head Start to provide early intervention services in our school</li> <li>• Seek to create written agreements with current and new business partners</li> </ul>	STEPP 4.08

**4. ORGANIZATIONAL SUPPORT: Create an environment that supports the needs of staff to enable a school and organizational climate where students thrive.**

<b>Quality Teaching:</b> Implement New Educator Evaluation Framework.	Site Champion: Principal <ul style="list-style-type: none"> <li>• Implement Framework For Teaching evaluation tool as required</li> <li>• Provide opportunities for instructional tours and peer coaching related to the domains in the Framework For Teaching</li> </ul>	STEPP 6.05
<b>Teacher Collaboration:</b> Improve the effectiveness of Professional Learning Communities (PLCs).	Site Champion: Principal <ul style="list-style-type: none"> <li>• Create and implement pilot SLO's with FEA staff</li> <li>• Develop teacher- led PLC topics</li> <li>• Team with other schools (i.e. Anne Wien) to provide cross-school grade level PLCs (once per quarter)</li> </ul>	STEPP 5.01- 6.04
<b>Culture:</b> Strengthen employee relations to support the mission and instill a culture of continuous improvement.	Site Champion: Principal <ul style="list-style-type: none"> <li>• Recognize staff work above and beyond job responsibilities through MOA, stipends, etc.</li> <li>• Acknowledge staff success (beginning of staff meeting - staff to staff recognition)</li> <li>• Provide timely, responsive communication between admin. and staff</li> </ul>	STEPP 6.05

**5. TECHNOLOGY INTEGRATION: Expand student access to technology to amplify learning.**

<b>Site Tech Support:</b> Restructure site-level technology support.	Site Champion: <ul style="list-style-type: none"> <li>• Define relevant tech. support needed by staff to improve the effective use of technology in the classroom.</li> <li>• Provide MOA for onsite Tech. Support by staff member (Device managers)</li> </ul>	STEPP 5.03, 5.05
<b>Technology in the Classroom:</b> Build a plan to move into the digital future starting with digital content and technology for teachers, followed by 1:1.	Site Champion: <ul style="list-style-type: none"> <li>• Recruit teacher leaders in tech</li> <li>• Provide teacher to teacher observation opportunities</li> </ul>	STEPP 6.05

# FNSBSD Site Planning: Ladd Elementary FY16 Initiatives

## 1. PERSONALIZED LEARNING: Provide students with options to meet their needs and achieve academic success.

District Objective	FY16 Initiative	STEPP
Respond to individual needs in the intermediate classroom.	Develop a "walk to learn" block every afternoon for re-teaching, pre-teaching, intervention, enrichment, and homework completion across the intermediate grades.  Site Champion: Literacy Coach & Principal	3.2
Respond to individual needs in the primary classroom.	Restructure of Tier 2 and Tier 3 interventions for reading and refine Tier 1 instruction to differentiate more in the classroom.  Site Champion: Literacy Coach & Principal	3.2

## 2. EFFECTIVE COMMUNICATION: Transparent and consistent communication to increase student, parent, staff and community connectedness with the District.

District Objective	FY16 Initiative	STEPP
<b>Parents:</b> Ensure all parents are informed through systematic, multi-channel delivery of relevant information.	Advertise to and educate parents on how to download the district App and follow Ladd. Then, use it at least once a month to communicate with parents.  Site Champion: Front Office & Principal	6.6
<b>Staff:</b> Ensure frequent and streamlined internal communication to keep all FNSBSD staff feeling connected.	Continue Principal Advisory Meeting every month, but expand it to include more teacher directed topics. Gather feedback from and provide instruction to classified staff once a quarter during classified staff meetings.  Site Champion: Principal	6.1
<b>Community:</b> Proactively communicate and invite two-way dialogue between the community and District. (Principals)	Use media shout-out once a quarter to invite, share and celebrate the school in a positive light.  Site Champion: Librarian & Counselor	6.6

## 3. PARENT & COMMUNITY ENGAGEMENT: Increase the level of involvement of parents and community groups with schools to facilitate a stronger learning environment for students.

District Objective	FY16 Initiative	STEPP
<b>Site-Level Parent Organization:</b> Ensure every school has a parent-led organization to promote parent engagement.	Invite dads in more to the school and have adult males fill a Leopard with spots as a visual. The goal for the school is to fill it up. Our PTA will work to bridge the gap between PTA members and other volunteers and engaged parents.  Site Champion: Front Office & PTA	4.7

<b>Business Partnerships &amp; Community Groups:</b> Expand partnerships with businesses and community groups.	Principal needs to understand the role of business partners (what can/can't they do) and develop a written agreement with one. We continue to work closely with the military (volunteers, communication with youth center, liaison)  Site Champion: Principal	6.6
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**4. ORGANIZATIONAL SUPPORT: Create an environment that supports the needs of staff to enable a school and organizational climate where students thrive.**

District Objective	FY16 Initiative	STEPP
<b>Quality Teaching:</b> Implement New Educator Evaluation Framework.	Implement Standardized Danielson Evaluation and Danielson Domain Focus tools for required staff. Teachers will have more opportunity to understand Danielson by reviewing videos once a month during staff meetings.  Site Champion: Principal	6.5
<b>Teacher Collaboration:</b> Improve the effectiveness of Professional Learning Communities (PLCs).	Utilize PLC's to pilot SLO's in Language Arts. Teachers will review the assessments designed last year and their data to determine their SLO's for this year. They will continue to determine interventions. Singletons can meet with others in district once a month at an agreed upon time.  Site Champion: Principal and Literacy Coach	3.4
<b>Culture:</b> Strengthen employee relations to support the mission and instill a culture of continuous improvement.	Include a teacher share/demonstration time at a staff meeting once a month. This leadership, along with mentoring, gives teachers an avenue for growth. Recognize teachers who are assisting with technology needs by paying them a MOA.  Site Champion: Principal	5.3

**5. TECHNOLOGY INTEGRATION: Expand student access to technology to amplify learning.**

District Objective	FY16 Initiative	STEPP
<b>Site Tech Support:</b> Restructure site-level technology support.	MOA for tech support in the school. One teacher with additional technology skills on each side of the building will be able to help answer other staff member's questions and help with technology needs.  Site Champion: Secretary	5.3
<b>Technology in the Classroom:</b> Build a plan to move into the digital future starting with digital content and technology for teachers, followed by 1:1.	Our school is a recipient of the 1:1 iPads for primary so these teachers will begin training this year. Technology will be used by teachers to differentiate instruction in the classroom weekly. We will also have students focus on keyboarding skills.  Site Champion: Principal	3.3

# Nordale Site Planning: FY16 Initiatives (Strategic Planning Worksheet)

## 1. PERSONALIZED LEARNING: Moving to personalized learning, providing students with options to meet their needs and achieve academic success.

District Objective	FY16 Initiative	STEPP
	Site Champion:	
	Site Champion:	
	Site Champion:	

## 2. EFFECTIVE COMMUNICATION: Transparent and consistent communication to increase student, parent, staff and community connectedness with the District.

District Objective	FY16 Initiative	STEPP
<b>Parents:</b> Ensure all parents are informed through systematic, multi-channel delivery of relevant information.	<ul style="list-style-type: none"> <li>-Require weekly class newsletters in all classes in both electronic and paper versions. Train parents on how to access them.</li> <li>-Begin “pushing” out information through the Nordale Parent Link application and train parents how to access it through FNSBSD app.</li> <li>- Have technology open house to help set parents up with their devices.</li> </ul> Site Champion: Principal, Brian Powell	4.7
<b>Staff:</b> Ensure frequent and streamlined internal communication to keep all FNSBSD staff feeling connected.	<ul style="list-style-type: none"> <li>-Train all staff to use Outlook Calendar to post all their classroom events.</li> </ul> Site Champion: Admin Secretary	5.3, 4.8
<b>Community:</b> Proactively communicate and invite two-way dialogue between the community and District. (Principals)	<ul style="list-style-type: none"> <li>-Develop one “Shout Out” per quarter to inform community of Nordale events that show student learning, celebrate school and classroom activities.</li> </ul> Site Champion: Counselor	4.6

**3. PARENT & COMMUNITY ENGAGEMENT: Increase the level of involvement of parents and community groups with schools to facilitate a stronger learning environment for students.**

District Objective	FY16 Initiative	STEPP
<b>Site-Level Parent Organization:</b> Ensure every school has a parent-led organization to promote parent engagement. (Principals)	-Maintain and empower current PTSA to establish goals and implement them for increased involvement of other stakeholders.  Site Champion: Staff PTA representative	6.6
<b>Business Partnerships &amp; Community Groups:</b> Expand partnerships with businesses and community groups.	-Establish the parameters of a future community/business partnership.  Site Champion: Principal, Brian Powell	6.6

**4. ORGANIZATIONAL SUPPORT: Create an environment that supports the needs of staff to enable a school and organizational climate where students thrive.**

District Objective	FY16 Initiative	STEPP
<b>Quality Teaching:</b> Implement New Educator Evaluation Framework.	-Implement Danielson Framework as an evaluation and professional learning for required staff. - Fully implement Write from the Beginning "Thinking Maps" framework 3-6 <sup>th</sup> grade.  Site Champion: Principal, Brian Powell	6.5, 6.1
<b>Teacher Collaboration:</b> Improve the effectiveness of PLC's.	-Utilize PLC to create SLO's. - Once monthly, singleton teachers (specialists) meet with partners in the District.  Site Champion: Principal, Brian Powell	3.3
<b>Culture:</b> Strengthen employee relations to support the mission and instill a culture of continuous improvement.	-Initiate a once monthly aprincipal advisory to be held at a time most staff could attend. (Wed. opposite staff meetings). -Recognize and celebrate teacher-leaders who make a difference at staff meeting.  Site Champion: Principal, Brian Powell	6.1, 4.8

**5. TECHNOLOGY INTEGRATION: Expand student access to technology to amplify learning.**

District Objective	FY16 Initiative	STEPP
<b>Site Tech Support:</b> Restructure site-level technology support.	-Define relevant technology support needed by staff to improve the effective use of technology in the classroom. -Provide MOA for on-site tech support by staff member. Site Champion: Teacher, John Purcell	5.3
<b>Technology in the Classroom:</b> Build a plan to move into the digital future starting with digital content and technology for teachers, followed by 1:1.	-Purchase a cart of Chrome books to replace aging MacBooks. -Develop a site technology liaison to help with technology planning and current technology trouble-shooting  Site Champion: Teacher, John Purcell	

# FNSBSD Site Planning: North Pole Elementary FY16 Initiatives

## 1. PERSONALIZED LEARNING: Provide students with options to meet their needs and achieve academic success.

District Objective	FY16 Initiative	STEPP
Class Size	<p>Advocacy for lower class sizes will continue, especially at the primary level. Building administration will continue to advocate with the district office for lower class sizes.</p> <p>Site Champion: Mark Winford</p>	
Full Day Kindergarten	<p>Explore effective models for all-day kindergarten. There is movement in the building to implement all day kindergarten with current staffing and funding.</p> <p>Site Champion: Mark Winford</p>	
K-8 Magnet	<p>Work with the district to advocate and dialog on an effective magnet concept for the new magnet school.</p> <p>Site Champion: Mark Winford</p>	

## 2. EFFECTIVE COMMUNICATION: Transparent and consistent communication to increase student, parent, staff and community connectedness with the District.

District Objective	FY16 Initiative	STEPP
<b>Parents:</b> Ensure all parents are informed through systematic, multi-channel delivery of relevant information.	<p>Utilize ConnectEd (phone and email), daily bulletins, after school parent/student nights, and face-to-face communication to inform parents. Curriculum nights are a new parent night that we will use to inform parents regarding classroom curriculum and policies.</p> <p>Site Champion: Mark Winford</p>	
<b>Staff:</b> Ensure frequent and streamlined internal communication to keep all FNSBSD staff feeling connected.	<p>Every week we will have a staff meeting or a Leadership Team meeting. All staff receive internal information at staff meetings. At Leadership Team meetings representatives attend the meetings, and then the minutes are communicated to all staff afterward. Email will be used between these meetings to further communicate with staff.</p> <p>Site Champion: Mark Winford</p>	
<b>Community:</b> Proactively communicate and invite two-way dialogue between the community and District. (Principals)	<p>District communication will be used to proactively communicate with the community. PTA meetings will continue to be used as a vehicle to communicate with parents. The principal will continue to make every effort to be available to parents during the school day.</p> <p>Site Champion: Mark Winford</p>	

**3. PARENT & COMMUNITY ENGAGEMENT: Increase the level of involvement of parents and community groups with schools to facilitate a stronger learning environment for students.**

District Objective	FY16 Initiative	STEPP
<b>Site-Level Parent Organization:</b> Ensure every school has a parent-led organization to promote parent engagement.	We have an active PTA that assists with many school events and services. Administration will work with PTA to increase parent involvement beyond PTA.  Site Champion: Mark Winford	
<b>Business Partnerships &amp; Community Groups:</b> Expand partnerships with businesses and community groups.	Policy and expectations need to be clarified for principals regarding what these partnerships involve. Then business partnerships need to be renewed and clarified.  Site Champion: Mark Winford	

**4. ORGANIZATIONAL SUPPORT: Create an environment that supports the needs of staff to enable a school and organizational climate where students thrive.**

District Objective	FY16 Initiative	STEPP
<b>Quality Teaching:</b> Implement New Educator Evaluation Framework.	Staff were thoroughly trained on Danielson last school year. This school year Danielson teaching strategies will continue to be emphasized in staff meetings. Videos will be shown of teachers being rated on the Danielson evaluation. Components will be emphasized and discussed in staff meetings.  Site Champion: Mark Winford	
<b>Teacher Collaboration:</b> Improve the effectiveness of Professional Learning Communities (PLCs).	PLC's continue to grow and evolve at NPE, as teachers and administration work toward a shared leadership approach to school improvement in PLC's. Our common assessment work, which is focused on AKSS standards alignment, will continue to be worked on and refined.  Site Champion: Mark Winford	
<b>Culture:</b> Strengthen employee relations to support the mission and instill a culture of continuous improvement.	Building administration will continue to work positively with staff to communicate and focus the building and the district's vision. Admin will also continue to instill a culture of continuous improvement. The CHAMPS philosophy will be applied to how adults interact with each other too; the positive to corrective interaction ratio will always lean heavily toward positive.  Site Champion: Mark Winford	

**5. TECHNOLOGY INTEGRATION: Expand student access to technology to amplify learning.**

District Objective	FY16 Initiative	STEPP
<b>Site Tech Support:</b> Restructure site-level technology support.	Teachers technology leaders will be utilized to present effective technology instruction at staff meetings. Staff will work together and collaborate to support each other with technology.  Site Champion:	

**Technology in the Classroom:** Build a plan to move into the digital future starting with digital content and technology for teachers, followed by 1:1.

We continue to purchase Chromebooks, increasing student access to technology. Recent Title I funding has enabled us to buy even more technology. We will slowly increase our student-to-device ratio.

Site Champion:





# FNSBSD Site Planning: Pearl Creek Elementary FY16 Initiatives

## 1. PERSONALIZED LEARNING: Provide students with options to meet their needs and achieve academic success.

District Objective	FY16 Initiative	STEPP
K-8 Magnet School Ideas	Like to look at the idea of "integrated magnet school" - do away with OAA, and shift to a set number of students (say 4 at each grade level) able to attend a school of choice by lottery. (Every school is a magnet school for someone!)  Site Champion: Kate LaPlaunt, and Leadership Team	
Full- Day Kindergarten	Kindergarten teachers investigate, visit other schools with full-day kindergarten, learn and plan for possible implementation for full-day kindergarten. Teachers and Principal consider site specific needs to support full-day kindergarten.  Site Champion: Kindergarten teachers	
Class Size	Use multi-age classes to maintain class sizes conducive to learning and aligned with the staff class size targets.  Site Champion: Kate LaPlaunt	

## 2. EFFECTIVE COMMUNICATION: Transparent and consistent communication to increase student, parent, staff and community connectedness with the District.

District Objective	FY16 Initiative	STEPP
<b>Parents:</b> Ensure all parents are informed through systematic, multi-channel delivery of relevant information.	Expand on MailChimp electronic newsletter. Increase parent enrollment to 80% or 350.  Site Champion: Kate LaPlaunt	
<b>Staff:</b> Ensure frequent and streamlined internal communication to keep all FNSBSD staff feeling connected.	Use MailChimp as internal newsletter format for teachers to communicate with all staff weekly.  Site Champion: Kate LaPlaunt	
<b>Community:</b> Proactively communicate and invite two-way dialogue between the community and District. (Principals)	Update school website regularly with current information for public use.  Identify district ideas for Public Service Announcement spots to highlight ways parents "engage" with their student's and with schools. Example – PSA on student attendance being high indicator of school success.  Site Champion: Lisa Corbett, Kate LaPlaunt	

**3. PARENT & COMMUNITY ENGAGEMENT: Increase the level of involvement of parents and community groups with schools to facilitate a stronger learning environment for students.**

District Objective	FY16 Initiative	STEPP
<b>Site-Level Parent Organization:</b> Ensure every school has a parent-led organization to promote parent engagement.	<p>Meet with PTA monthly and with PTA President as needed to support effective parent organization within the school.</p> <p>Support PTA communication to school community with online and paper communication.</p> <p>Site Champion: Kate LaPlaunt, Lisa Corbett, Laura Thurneau</p>	
<b>Business Partnerships &amp; Community Groups:</b> Expand partnerships with businesses and community groups.	<p>Continue with our business partnerships with University Fire Department and Calypso Farms and Ecology Center.</p> <p>Invite business partners to participate and contribute to school events.</p> <p>Site Champion: Kate LaPlaunt, teachers</p>	

**4. ORGANIZATIONAL SUPPORT: Create an environment that supports the needs of staff to enable a school and organizational climate where students thrive.**

District Objective	FY16 Initiative	STEPP
<b>Quality Teaching:</b> Implement New Educator Evaluation Framework.	<p>Share Teacher Evaluation Organizational Folder, guidelines and resources with teachers during staff meetings and during individual conferences to support teacher understanding and transparency of the new educator evaluation framework.</p> <p>Site Champion: Kate LaPlaunt</p>	
<b>Teacher Collaboration:</b> Improve the effectiveness of Professional Learning Communities (PLCs).	<p>Develop a PLC Leadership Group to meet once a month with Principal and plan the topics for PLC's.</p> <p>Site Champion: Kate LaPlaunt</p>	
<b>Culture:</b> Strengthen employee relations to support the mission and instill a culture of continuous improvement.	<p>Keep a spreadsheet of visits with classrooms and with teachers to ensure that principal is meeting with staff on a regular basis.</p> <p>Develop Vertical teaming as part of PLC's to increase cross grade level awareness of school related issues.</p> <p>Site Champion: Kate LaPlaunt</p>	

**5. TECHNOLOGY INTEGRATION: Expand student access to technology to amplify learning.**

District Objective	FY16 Initiative	STEPP
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<p><b>Site Tech Support:</b> Restructure site-level technology support.</p>	<p>Offer SAS contracts to staff to support, maintain and trouble shoot current building technology. Meet quarterly with Technology Group to discuss school resources and what is needed to stay current.</p> <p>Site Champion: Kate LaPlaunt and Technology Group</p>	
<p><b>Technology in the Classroom:</b> Build a plan to move into the digital future starting with digital content and technology for teachers, followed by 1:1.</p>	<p>Train staff on effective use of new Chrome Books to support student learning.</p> <p>Site Champion: Kate LaPlaunt and IT Support</p>	

# FNSBSD Site Planning: Salcha Elementary FY16 Initiatives

**1. PERSONALIZED LEARNING: Provide students with options to meet their needs and achieve academic success.**

District Objective	FY16 Initiative	STEPP
Full-Day Kindergarten	Continue kindergarten enrichment (optional full-day) as supported through Title I funding.	3.2, 4.5, 4.8, 6.6, 6.8
Support Early Learning (prior to school age)	Continue to invite and support the volunteer, parent based, community preschool in to the school to use the facilities and attend special events.	3.2, 4.5, 4.8, 6.6, 8.4
Summer Science Camp	Continue with the focus on authentic STEAM opportunities and to decrease the "summer academic slump" through a Title I funded summer camp.	1.1, 3.2, 4.5, 4.8, 6.6

**2. EFFECTIVE COMMUNICATION: Transparent and consistent communication to increase student, parent, staff and community connectedness with the District.**

District Objective	FY16 Initiative	STEPP
<b>Parents:</b> Ensure all parents are informed through systematic, multi-channel delivery of relevant information.	Increase Salcha School's digital presence through electronic newsletters and updating the new school website. Continue to encourage parent sign up and use of Powerschool, Blackboard Connect and the Parent Link FNSBSD app.	4.7, 4.8, 6.6
<b>Staff:</b> Ensure frequent and streamlined internal communication to keep all FNSBSD staff feeling connected.	Invite staff to participate in hiring committee's when appropriate. Begin the year with training on uploading lesson plans and newsletters to Powerschool to decrease paper use, storage and increase efficiency.	3.3, 4.8, 6.1
<b>Community:</b> Proactively communicate and invite two-way dialogue between the community and District. (Principals)	Continue to invite homeschooling families to utilize the Salcha School library and attend special events. Provide media with positive, uplifting articles of what is happening in our school through PR Shout Out.	4.5, 4.8, 6.6, 8.4

**3. PARENT & COMMUNITY ENGAGEMENT: Increase the level of involvement of parents and community groups with schools to facilitate a stronger learning environment for students.**

District Objective	FY16 Initiative	STEPP
<b>Site-Level Parent Organization:</b> Ensure every school has a parent-led organization to promote parent engagement.	Encourage increased participation of fathers as a method to increase family engagement and student achievement through Strong Fathers/Strong Families nights and Parenting Partners. Assist Salcha Parent Teacher Group with working within their defined mission and vision to enrich student learning.	4.7, 4.8, 6.1, 6.6
<b>Business Partnerships &amp; Community Groups:</b> Expand partnerships with businesses and community groups.	Seek written (defined) agreements for business partnerships that are verbally in place.	4.8, 6.1, 6.6

**4. ORGANIZATIONAL SUPPORT: Create an environment that supports the needs of staff to enable a school and organizational climate where students thrive.**

District Objective	FY16 Initiative	STEPP
<b>Quality Teaching:</b> Implement New Educator Evaluation Framework.	Implement Danielson Framework as an educator’s evaluation tool as outlined by the district. Encourage peer mentoring through Certified Staff Evaluation Professional Growth Model. Incorporate schoolwide behavior expectations through CHAMPS training.	3.2, 3.3, 4.3, 4.6, 5.3, 6.1, 6.2, 6.5, 8.7
<b>Teacher Collaboration:</b> Improve the effectiveness of Professional Learning Communities (PLCs).	Encourage teachers to develop and lead PLC topics and assignments based on student performance data, STEPP plan and site/student needs.	3.2, 3.3, 3.4, 5.1, 6.1, 6.2, 6.8
<b>Culture:</b> Strengthen employee relations to support the mission and instill a culture of continuous improvement.	Map out the school year w/ the “have to do’s” and “nice to do’s”, in order to prioritize and reallocate critical resources and staff support of our core beliefs, working within our reduced staffing and budget constraints.	4.8, 6.1

**5. TECHNOLOGY INTEGRATION: Expand student access to technology to amplify learning.**

District Objective	FY16 Initiative	STEPP
<b>Site Tech Support:</b> Restructure site-level technology support.	Explore providing a MOA for onsite Tech. support by a staff member.	6.1
<b>Technology in the Classroom:</b> Build a plan to move into the digital future starting with digital content and technology for teachers, followed by 1:1.	Purchase a cart of Chromebooks to replace aging Macs and promote the use of Google Apps, such as Google Classroom, allowing student access anywhere and working towards a more paperless classroom.	4.5, 8.7

# FNSBSD Site Planning: Ticasuk Elementary FY16 Initiatives

## 1. PERSONALIZED LEARNING: Moving to personalized learning, providing students with options to meet their needs and achieve academic success.

District Objective	FY16 Initiative	STEPP
Full day Kindergarten	Begin conversations with kindergarten staff regarding full day kindergarten. Potential 4 <sup>th</sup> quarter full day Kindergarten.  Site Champion: Shawna Henderson	
	Site Champion:	
	Site Champion:	

## 2. EFFECTIVE COMMUNICATION: Transparent and consistent communication to increase student, parent, staff and community connectedness with the District.

District Objective	FY16 Initiative	STEPP
<b>Parents:</b> Ensure all parents are informed through systematic, multi-channel delivery of relevant information.	<ol style="list-style-type: none"> <li>1. Create school Facebook page to add to our communications with parents.</li> <li>2. Increase parent understanding and usage of district app.</li> <li>3. Provide training to parents on PS on conference days</li> <li>4. Push out media on monthly basis</li> <li>5. Increase classified communications</li> </ol> Site Champion: Shawna Henderson	
<b>Staff:</b> Ensure frequent and streamlined internal communication to keep all FNSBSD staff feeling connected.	Implement the use of survey monkey to get feedback from staff on school wide issues. (use at least 3 times per year)  Site Champion: Shawna Henderson	
<b>Community:</b> Proactively communicate and invite two-way dialogue between the community and District. (Principals)	<ol style="list-style-type: none"> <li>1. Notify community through newsletters, web page, provide opportunities for parent input</li> <li>2. Provide media with content that is positive and specific.</li> </ol> Site Champion: Shawna Henderson	

**3. PARENT & COMMUNITY ENGAGEMENT: Increase the level of involvement of parents and community groups with schools to facilitate a stronger learning environment for students.**

District Objective	FY16 Initiative	STEPP
<b>Site-Level Parent Organization:</b> Ensure every school has a parent-led organization to promote parent engagement. (Principals)	Maintain and empower current PTA to establish goals and implement them for increased involvement.  Site Champion: Shawna Henderson	
<b>Business Partnerships &amp; Community Groups:</b> Expand partnerships with businesses and community groups.	1. Provide newsletters to business partnerships, involve them in the Volunteer Spot for classrooms, and invite to school wide functions throughout the year. 2. Increase business partnership by one during the 2015-16 school year. 3. Leverage resources  Site Champion: Shawna Henderson	

**4. ORGANIZATIONAL SUPPORT: Create an environment that supports the needs of staff to enable a school and organizational climate where students thrive.**

District Objective	FY16 Initiative	STEPP
<b>Quality Teaching:</b> Implement New Educator Evaluation Framework.	Implement Danielson framework as an evaluative tool as required.  Site Champion: Shawna Henderson	
<b>Teacher Collaboration:</b> Improve the effectiveness of PLC's.	Create and implement pilot SLOs at each grade level PLC. Implement monthly PLC meetings (grade level and vertical) with neighborhood schools for specialists to facilitate the piloting of SLOs. Teacher book studies  Site Champion: Shawna Henderson	
<b>Culture:</b> Strengthen employee relations to support the mission and instill a culture of continuous improvement.	Increase employee recognition at a school community level (monthly ESSA and FEA spotlight on bulletin board and in newsletters. MOA stipends, acknowledge staff success-recognition  Site Champion: Shawna Henderson	

**5. TECHNOLOGY INTEGRATION: Expand student access to technology to amplify learning.**

District Objective	FY16 Initiative	STEPP
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<p><b>Site Tech Support:</b> Restructure site-level technology support.</p>	<p>Define relevant tech. support needed by staff to improve the effective use of technology in the classroom.</p> <p>Provide MOA for on site tech. support by staff member(s).</p> <p>Site Champion: Shawna Henderson</p>	
<p><b>Technology in the Classroom:</b> Build a plan to move into the digital future starting with digital content and technology for teachers, followed by 1:1.</p>	<p>Incorporate technology to differentiate instruction on a bi-weekly basis.</p> <p>Site Champion: Shawna Henderson</p>	



# FNSBSD Site Planning: University Park Elementary FY16 Initiatives

## 1. PERSONALIZED LEARNING: Provide students with options to meet their needs and achieve academic success.

	Site Champion: At risk students served via RTI in reading; using student support plans to individualize and monitor student's growth.	
K-8 Magnet		
	Site Champion: K-4 grade elementary and & 5-8 grade middle school - UPK/WDR	
	Site Champion:	

## 2. EFFECTIVE COMMUNICATION: Transparent and consistent communication to increase student, parent, staff and community connectedness with the District.

<b>Parents:</b> Ensure all parents are informed through systematic, multi-channel delivery of relevant information.	Site Champion: Train parents how to download and follow the UPK path on FNSBSD app.; Ensure up-to-date and accurate information on the school webpage	AKStepp 4.7
<b>Staff:</b> Ensure frequent and streamlined internal communication to keep all FNSBSD staff feeling connected.	Site Champion: "I wonder if..." suggestion box in staff lounge and ideas shared at staff meetings; Administrator meets with classified staff during early-outs 4x/year to solicit and hear pertinent issues.	AKStepp 5.3, 4.8 and 6.5
<b>Community:</b> Proactively communicate and invite two-way dialogue between the community and District. (Principals)	Site Champion: On a quarterly basis, use "shout out" to celebrate school and classroom activities through the media.	AKStepp 4.6, 4.8 and PIP

**3. PARENT & COMMUNITY ENGAGEMENT: Increase the level of involvement of parents and community groups with schools to facilitate a stronger learning environment for students.**

<p><b>Site-Level Parent Organization:</b> Ensure every school has a parent-led organization to promote parent engagement.</p>	<p>Site Champion: Promote school-wide PTA sponsored and/or Title I events monthly; spotlight the budget at monthly PTA e-bd meetings; use email notification to parents regarding school-wide events.</p>	<p>AKStepp 6.6</p>
<p><b>Business Partnerships &amp; Community Groups:</b> Expand partnerships with businesses and community groups.</p>	<p>Site Champion: Recognize neighboring community's patience during summer construction and ongoing congestion via sandwich board messages, cookies, student made thank you cards, etc.</p>	<p>AKStepp 6.6</p>

**4. ORGANIZATIONAL SUPPORT: Create an environment that supports the needs of staff to enable a school and organizational climate where students thrive.**

<p><b>Quality Teaching:</b> Implement New Educator Evaluation Framework.</p>	<p>Site Champion: Implement Danielson Framework as an evaluative tool. Discuss artifact collection/component and maintain supportive school culture that fosters reflective teaching. Staff will use a Kagan "Structure a Month" – modeled at staff meeting and implemented school-wide in the classrooms (differentiating, supportive culture, etc.)</p>	<p>AKStepp 6.5 and 6.1</p>
<p><b>Teacher Collaboration:</b> Improve the effectiveness of Professional Learning Communities (PLCs).</p>	<p>Site Champion: PLCs create and implement pilot SLOs as a team. "Specialist" meet as a PLC monthly and vertical PLCs meet quarterly.</p>	<p>AKStepp 3.3</p>
<p><b>Culture:</b> Strengthen employee relations to support the mission and instill a culture of continuous improvement.</p>	<p>Site Champion: Recognize and celebrate teacher-leaders who make a difference at staff meetings. Staff will participate in "instructional tours".</p>	<p>AKStepp 6.1 and 4.8</p>

**5. TECHNOLOGY INTEGRATION: Expand student access to technology to amplify learning.**

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<p><b>Site Tech Support:</b> Restructure site-level technology support.</p>	<p>Site Champion: Provide MOA for on-site tech support by staff member.</p>	
<p><b>Technology in the Classroom:</b> Build a plan to move into the digital future starting with digital content and technology for teachers, followed by 1:1.</p>	<p>Site Champion: Staff will use technology to differentiating instruction in the classroom, bi weekly. Laptop carts will be updated to support Tier 2 and Tier 3 software to meet the needs of students. Staff training regarding the use of “mirroring” to increase staff mobility within the learning area.</p>	<p>AKStepp 5.3</p>

# FNSBSD Site Planning: Weller FY16 Initiatives

## 1. PERSONALIZED LEARNING: Provide students with options to meet their needs and achieve academic success.

District Objective	FY16 Initiative	STEPP
Full day fee based Kindergarten	Investigate possibility of both options at school- Flex schedule and full day. Do we have space? Send surveys, ask parents? K teachers are not for it.  Site Champion: Lynn	
	Site Champion:	
	Site Champion:	

## 2. EFFECTIVE COMMUNICATION: Transparent and consistent communication to increase student, parent, staff and community connectedness with the District.

District Objective	FY16 Initiative	STEPP
<b>Parents:</b> Ensure all parents are informed through systematic, multi-channel delivery of relevant information.	Monthly newsletter on website, paper copies, emailed too Use Blackboard Connect more for outreach Use Parent Link on PS Site Champion:	
<b>Staff:</b> Ensure frequent and streamlined internal communication to keep all FNSBSD staff feeling connected.	Train staff how to upload lesson plans into PS or put on their web pages Improve communication with staff- overcommunicate: email, face to face, PLC's, poster in lounge  Site Champion: Lynn	
<b>Community:</b> Proactively communicate and invite two-way dialogue between the community and District.	Update business partners on website, formalize  Site Champion:	

**3. PARENT & COMMUNITY ENGAGEMENT: Increase the level of involvement of parents and community groups with schools to facilitate a stronger learning environment for students.**

District Objective	FY16 Initiative	STEPP
<b>Site-Level Parent Organization:</b> Ensure every school has a parent-led organization to promote parent engagement.	Maintain and support PTA goals and officers  Site Champion:	
<b>Business Partnerships &amp; Community Groups:</b> Expand partnerships with businesses and community groups.	Create current list of businesses of parents who have them in our area & formalize  Site Champion:	

**4. ORGANIZATIONAL SUPPORT: Create an environment that supports the needs of staff to enable a school and organizational climate where students thrive.**

District Objective	FY16 Initiative	STEPP
<b>Quality Teaching:</b> Implement New Educator Evaluation Framework.	Implement Danielson Framework as evaluative tool  Site Champion:	
<b>Teacher Collaboration:</b> Improve the effectiveness of Professional Learning Communities (PLCs).	Create and implement pilot SLO's as PLC team Create teacher led PLC topics & assignments based on STEPP plan & site/student needs Specialists meet as PLC to create SLO's as a team instead of as singletons Site Champion:	
<b>Culture:</b> Strengthen employee relations to support the mission and instill a culture of continuous improvement.	Recognize teacher leaders at staff meetings Revisit values, vision, mission with all stakeholders at beginning of year Continue building community between & among staff & students- bucket filling & random acts of kindness Site Champion:	

**5. TECHNOLOGY INTEGRATION: Expand student access to technology to amplify learning.**

District Objective	FY16 Initiative	STEPP
<b>Site Tech Support:</b> Restructure site-level technology support.	Define relevant tech support needed by staff to improve effective use of technology in the classroom  Site Champion:	
<b>Technology in the Classroom:</b> Build a plan to move into the digital future starting with digital content and technology for teachers, followed by 1:1.	Keyboarding for 3 <sup>rd</sup> -6 <sup>th</sup> graders- Typing Agent, have ITT offer keyboarding during recess 1 time/week Use technology to help teachers differentiate instruction, begin BYOD mindset change process Purchase more macbook pros for new cart with 12 Site Champion:	

# FNSBSD Site Planning: Woodriver FY16 Initiatives

## 1. PERSONALIZED LEARNING: Provide students with options to meet their needs and achieve academic success.

District Objective	FY16 Initiative	STEPP
Student Learning Objectives (SLO)	SLO's will be developed and analyzed by grade level during PLC. SLO's will be completed by Jan. for non-tenured teachers and by March 31 for tenured teachers.  Site Champion: Staff and Administration	
Danielson Domain 3	Review the elements of domain 3 and how they impact student learning. Completion of this review will be by the end of the first quarter.  Site Champion: Staff and Administration	
	Site Champion:	

## 2. EFFECTIVE COMMUNICATION: Transparent and consistent communication to increase student, parent, staff and community connectedness with the District.

District Objective	FY16 Initiative	STEPP
<b>Parents:</b> Ensure all parents are informed through systematic, multi-channel delivery of relevant information.	PowerSchool and Parent Link: <a href="https://fsd.parentlink.net/main/login">https://fsd.parentlink.net/main/login</a> . This process will be ongoing and will continue throughout the course of the year.  Site Champion: Staff and Administration	
<b>Staff:</b> Ensure frequent and streamlined internal communication to keep all FNSBSD staff feeling connected.	Weekly bulletin for staff that highlights upcoming events, and deadlines.  Site Champion: Attendance Secretary and Administration	
<b>Community:</b> Proactively communicate and invite two-way dialogue between the community and District.	Mail Chimp, Weekly Wolfpup and monthly PTA meetings.  Site Champion: Attendance Secretary, Administration and PTA.	

**3. PARENT & COMMUNITY ENGAGEMENT: Increase the level of involvement of parents and community groups with schools to facilitate a stronger learning environment for students.**

District Objective	FY16 Initiative	STEPP
<b>Site-Level Parent Organization:</b> Ensure every school has a parent-led organization to promote parent engagement.	PTA-  Site Champion: Administrator	
<b>Business Partnerships &amp; Community Groups:</b> Expand partnerships with businesses and community groups.	Develop relationships that coincide with the academic and social goals of our building.  Site Champion: PTA and Administration	

**4. ORGANIZATIONAL SUPPORT: Create an environment that supports the needs of staff to enable a school and organizational climate where students thrive.**

District Objective	FY16 Initiative	STEPP
<b>Quality Teaching:</b> Implement New Educator Evaluation Framework.	Use Danielson Evaluation Model to provide feedback on teacher performance.  Site Champion:	
<b>Teacher Collaboration:</b> Improve the effectiveness of Professional Learning Communities (PLCs).	Grade level SLOs @ staff meetings and PLC  Site Champion: Grant Guy	
<b>Culture:</b> Strengthen employee relations to support the mission and instill a culture of continuous improvement.	Revisit mission, values and annual goals for school.  Site Champion: Grant Guy	

**5. TECHNOLOGY INTEGRATION: Expand student access to technology to amplify learning.**

District Objective	FY16 Initiative	STEPP
<b>Site Tech Support:</b> Restructure site-level technology support.	3 <sup>rd</sup> and 4 <sup>th</sup> grade typing- Meet with 3 <sup>rd</sup> and 4 <sup>th</sup> grade to discuss times and viability for teaching Typing (Before/after school)??  Site Champion: Grant and Librarian	
<b>Technology in the Classroom:</b> Build a plan to move into the digital future starting with digital content and technology for teachers, followed by 1:1.	Purchase Chrome Books and continue to update existing technology.  Site Champion: Grant and Librarian	

# FNSBSD Site Planning: North Pole Middle School FY16 Initiatives

## 1. PERSONALIZED LEARNING: Moving to personalized learning, providing students with options to meet their needs and achieve academic success.

District Objective	FY16 Initiative	STEPP
Expand CTE pathways to ensure equitable options to all MS students	Explore more CTE courses appropriate for the MS setting.  Site Champion: NPM	
Independent Learning	Identify students in need of Extended Learning Program receive the opportunity to participate in the program.  Site Champion:	
	Site Champion:	

## 2. EFFECTIVE COMMUNICATION: Transparent and consistent communication to increase student, parent, staff and community connectedness with the District.

District Objective	FY16 Initiative	STEPP
<b>Parents:</b> Ensure all parents are informed through systematic, multi-channel delivery of relevant information.	Public relations session on apps, parent link, Powerschool during Open House, conferences.  Site Champion: NPM	4.7
<b>Staff:</b> Ensure frequent and streamlined internal communication to keep all FNSBSD staff feeling connected.	Ensure online newsletters are updated monthly. Weekly emails of upcoming events.  Site Champion: NPM	4.7
<b>Community:</b> Proactively communicate and invite two-way dialogue between the community and District. (Principals)	Provide media with content that is positive and specific, “branding” our school.  Site Champion: NPM	4.7



**3. PARENT & COMMUNITY ENGAGEMENT: Increase the level of involvement of parents and community groups with schools to facilitate a stronger learning environment for students.**

District Objective	FY16 Initiative	STEPP
<b>Site-Level Parent Organization:</b> Ensure every school has a parent-led organization to promote parent engagement. (Principals)	Maintain and empower current PTSA to establish goals and implement them to increase parent involvement.  Site Champion: NPM	4.7
<b>Business Partnerships &amp; Community Groups:</b> Expand partnerships with businesses and community groups.	Strengthen military partnerships with the ARMY. Continue relationships with local churches to support student needs.  Site Champion:	

**4. ORGANIZATIONAL SUPPORT: Create an environment that supports the needs of staff to enable a school and organizational climate where students thrive.**

District Objective	FY16 Initiative	STEPP
<b>Quality Teaching:</b> Implement New Educator Evaluation Framework.	Utilize CHAMPs structure. PD cycles through the use of thinking maps, Kagan Structures and CHAMPs  Site Champion: NPM	5.3 4.3
<b>Teacher Collaboration:</b> Improve the effectiveness of PLC's.	Implement Danielson framework for teaching as an evaluation tool. Create SLO's for teachers use and professional growth  Site Champion: NPM	5.1
<b>Culture:</b> Strengthen employee relations to support the mission and instill a culture of continuous improvement.	Use of staff meetings to empower teachers to make building wide decisions where appropriate.  Site Champion: NPM	6.1

**5. TECHNOLOGY INTEGRATION: Expand student access to technology to amplify learning.**

District Objective	FY16 Initiative	STEPP
<b>Site Tech Support:</b> Restructure site-level technology support.	Define relevant technology support needed by staff in each MS building to improve the use of technology in the classroom.  Site Champion: All MS	
<b>Technology in the Classroom:</b> Build a plan to move into the digital future starting with digital content and technology for teachers, followed by 1:1.	Purchase at least one new cart of Chromebooks in an effort to begin replacing aging laptops.  Site Champion: North Pole Middle School	

# FNSBSD Site Planning: Randy Smith Middle School FY16 Initiatives

## 1. PERSONALIZED LEARNING: Moving to personalized learning, providing students with options to meet their needs and achieve academic success.

District Objective	FY16 Initiative	STEPP
Independent Learning	<p>Initiate Student Support Team (SST). Meet on a weekly basis to assess needs of at-risk students, and come up with an intervention plan for each student.</p> <p>Utilize "Advisory" time to create tutorial type settings for students who need support in core courses.</p> <p>Site Champion: counselors &amp; admin team</p>	
Class size conducive to learning	<p>Realign schedule so that core classes are smaller than elective classes.</p> <p>Site Champion: Counselors</p>	
	<p>Site Champion: counselors &amp; admin team</p>	

## 2. EFFECTIVE COMMUNICATION: Transparent and consistent communication to increase student, parent, staff and community connectedness with the District.

District Objective	FY16 Initiative	STEPP
<b>Parents:</b> Ensure all parents are informed through systematic, multi-channel delivery of relevant information.	<p>Ensure all newsletters are updated monthly</p> <p>Info session during open house on how to use Powerschool parent portal and the District app.</p> <p>Continue to use email, connect-ed, parenk link regularly to communicate with parents</p> <p>Site Champion: Counseling</p>	4.7
<b>Staff:</b> Ensure frequent and streamlined internal communication to keep all FNSBSD staff feeling connected.	<p>Train admin &amp; secretary to use mailchimp and new newsletter feature on website.</p> <p>Over-communicate via email, PLC &amp; face to face</p> <p>Continue to use Remind101 for emergency dissemination of information</p> <p>Site Champion:</p>	4.7
<b>Community:</b> Proactively communicate and invite two-way dialogue between the community and District. (Principals)	<p>Invite various organizations / resources into the schools</p> <p>Site Champion:</p>	4.7

**3. PARENT & COMMUNITY ENGAGEMENT: Increase the level of involvement of parents and community groups with schools to facilitate a stronger learning environment for students.**

District Objective	FY16 Initiative	STEPP
<b>Site-Level Parent Organization:</b> Ensure every school has a parent-led organization to promote parent engagement. (Principals)	Continue to support PTSA to establish and implement goals that support the school.  Site Champion:	
<b>Business Partnerships &amp; Community Groups:</b> Expand partnerships with businesses and community groups.	Calypso Farms, Cookie Jar  Site Champion:	

**4. ORGANIZATIONAL SUPPORT: Create an environment that supports the needs of staff to enable a school and organizational climate where students thrive.**

District Objective	FY16 Initiative	STEPP
<b>Quality Teaching:</b> Implement New Educator Evaluation Framework.	Implement Danielson framework evaluation Utilize CHAMPS structures building-wide Continue to communicate expectations clearly and often.  Site Champion: Admin team	
<b>Teacher Collaboration:</b> Improve the effectiveness of PLC's.	Create and implement pilot SLOs with fidelity  Site Champion: Admin team	
<b>Culture:</b> Strengthen employee relations to support the mission and instill a culture of continuous improvement.	SLOs, utilize Danielson framework to create real dialogue. Use PLC survey to see what staff think is going right, what needs to be changed  Site Champion: Admin team	

**5. TECHNOLOGY INTEGRATION: Expand student access to technology to amplify learning.**

District Objective	FY16 Initiative	STEPP
<b>Site Tech Support:</b> Restructure site-level technology support.	Define relevant tech support needed by staff in each building to improve the effective use of technology in the classroom.  Site Champion: Dave Dershin	
<b>Technology in the Classroom:</b> Build a plan to move into the digital future starting with digital content and technology for teachers, followed by 1:1.	Purchased cart of chrome books to replace aging laptops.  Site Champion: Dave Dershin	

# FNSBSD Site Planning: **Ryan Middle** FY16 Initiatives

## 1. PERSONALIZED LEARNING: Provide students with options to meet their needs and achieve academic success.

District Objective	FY16 Initiative	STEPP
CTE	<p>Develop pathways that are aligned to high school options.</p> <p>Site Champion:</p>	
Magnet	<p>Explore 7-12 or some other configuration for a magnet school.</p> <p>Site Champion:</p>	
	<p>Site Champion:</p>	

## 2. EFFECTIVE COMMUNICATION: Transparent and consistent communication to increase student, parent, staff and community connectedness with the District.

District Objective	FY16 Initiative	STEPP
<b>Parents:</b> Ensure all parents are informed through systematic, multi-channel delivery of relevant information.	<p>Conduct information sessions on apps, parent link, PowerSchool.</p> <p>Train parents how to receive Daily Bulletin.</p> <p>Site Champion:</p>	
<b>Staff:</b> Ensure frequent and streamlined internal communication to keep all FNSBSD staff feeling connected.	<p>Investigate and develop way to disseminate information to staff using Remind 101.</p> <p>Site Champion:</p>	
<b>Community:</b> Proactively communicate and invite two-way dialogue between the community and District.	<p>Provide media with content that is positive and specific.</p> <p>Invite various organizations/resources into our school.</p> <p>Site Champion:</p>	

**3. PARENT & COMMUNITY ENGAGEMENT: Increase the level of involvement of parents and community groups with schools to facilitate a stronger learning environment for students.**

District Objective	FY16 Initiative	STEPP
<p><b>Site-Level Parent Organization:</b> Ensure every school has a parent-led organization to promote parent engagement.</p>	<p>Building a parent organization that supports Ryan Middle School students.</p> <p>Increase volunteer opportunities for families.</p> <p>Site Champion:</p>	
<p><b>Business Partnerships &amp; Community Groups:</b> Expand partnerships with businesses and community groups.</p>	<p>Strengthen military partnerships.</p> <p>Connect with community groups and provide training/resources for families.</p> <p>Recruit community members to participate in Career Day.</p> <p>Site Champion:</p>	

**4. ORGANIZATIONAL SUPPORT: Create an environment that supports the needs of staff to enable a school and organizational climate where students thrive.**

District Objective	FY16 Initiative	STEPP
<p><b>Quality Teaching:</b> Implement New Educator Evaluation Framework.</p>	<p>Implement Danielson Framework as an evaluation tool.</p> <p>Utilize CHAMPS structures building wide.</p> <p>PD cycle through Thinking Maps (15-16), Kagan Structures (16-17), CHAMPS</p> <p>Site Champion:</p>	
<p><b>Teacher Collaboration:</b> Improve the effectiveness of Professional Learning Communities (PLCs).</p>	<p>Training to staff on using the Lib-guides (developed by librarians) for research</p> <p>Create and implement SLO's</p> <p>Site Champion:</p>	
<p><b>Culture:</b> Strengthen employee relations to support the mission and instill a culture of continuous improvement.</p>	<p>Recognize and celebrate teacher-leaders at staff meetings.</p> <p>Empower teachers in decision making- leadership teams.</p> <p>Site Champion:</p>	

**5. TECHNOLOGY INTEGRATION: Expand student access to technology to amplify learning.**

District Objective	FY16 Initiative	STEPP
<p><b>Site Tech Support:</b> Restructure site-level technology support.</p>	<p>Librarian and library associate support ITT needs in the building-help trouble shoot with teachers/connect with district ITT.</p> <p>Flexible ITT schedules.</p> <p>Focused training in the use of technology from central office to improve the effective use of technology in the classroom.</p> <p>Training around technology dependent teacher resources.</p> <p>Site Champion:</p>	
<p><b>Technology in the Classroom:</b> Build a plan to move into the digital future starting with digital content and technology for teachers, followed by 1:1.</p>	<p>Pilot textbook free classroom-digital textbook using current curriculum.</p> <p>Purchase cart of Chrome books to replace aging laptops.</p> <p>Site Champion:</p>	

# TANANA MIDDLE SCHOOL Site Planning: FY 16 Initiatives

**1- PERSONALIZED LEARNING:** Moving to personalized learning, providing students with options to meet their needs and achieve academic success.

District Objective	FY16 Initiative	STEPP
CTE	*Develop pathways that are aligned to high school options	3.3
Magnet School	*Explore 7-12 or some other configuration for a magnet school	3.3

**2- EFFECTIVE COMMUNICATION:** Transparent and consistent communication to increase student, parent, staff, and community connectedness with the District.

District Objective	FY 16 Initiative	STEPP
<b>Parents:</b> Ensure all parents are informed through systematic, multi-channel delivery of relevant information.	*Conduct information sessions on apps, parent link, PowerSchool *Train parents how to receive Daily Bulletin Ensure on-line newsletters are updated	4.7 6.6
<b>Staff:</b> Ensure frequent and streamlined internal communication to keep all FNSBSD staff feeling connected.	*Investigate and develop way to disseminate information to staff using text messages/one-way apps	4.7 6.6
<b>Community:</b> Proactively communicate and invite two-way dialogue between the community and District (Principals).	*Provide media with content that is positive and specific *Invite various organizations/resources into our school	4.7 6.6

**3- PARENTS & COMMUNITY ENGAGEMENT:** Increase the level of involvement of parents and community groups with schools to facilitate a stronger learning environment for students.

District Objective	FY16 Initiative	STEPP
<b>Site-Level Parent Organization:</b> Ensure every school has a parent-led organization to promote parent engagement. (Principal)	*Build a PTSA *Utilize a two-way communication device to increase parent input in decision making.	4.7 6.1 6.6
<b>Business Partnerships &amp; Community Groups:</b> Expand partnerships with businesses and community groups.	*Strengthen military partnership *Connect with community groups and provide training/resources for families	4.7 6.1 6.6

	*Recruit community members to participate in Career Day	
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**4- ORGANIZATIONAL SUPPORT: Create an environment that supports the needs of staff to enable a school and organizational climate where students thrive.**

District Objective	FY16 Initiative	STEPP
<b>Quality Teaching:</b> Implement New Educator Evaluation Framework.	*Implement Danielson Framework as an evaluation tool *Utilize CHAMPS structures building wide *PD cycle through Thinking Maps(15-16), Kagan Structure (16-17), CHAMPS Provide time for teachers to watch one another	3.3 3.4 5.1 6.1
<b>Teacher Collaboration:</b> Improve the effectiveness of PLC's	*Create and implement SLO's *Begin and end PLC's as a whole group sharing goals and decisions	3.3, 3.4, 5.1, 6.1
<b>Culture:</b> Strengthen employee relations to support the mission and instill a culture of continuous improvement.	*Recognize and celebrate teacher-leaders @ staff meeting *Create subgroups to empower teachers in decision making	3.3, 3.4, 5.1 6.1

**5- TECHNOLOGY INTEGRATION: Expand student access to technology to amplify learning.**

District Objective	FY16 Initiative	STEPP
<b>Site Tech Support:</b> Restructure site-level technology support.	*BYOD *Flexible ITT schedules *Focused training in the use of technology from central office * Define relevant technology support needed by staff in each building to improve the effective use of technology in the classroom *Training around technology dependent teacher resources	1.1 3.3 4.5
<b>Technology in the Classroom:</b> Build a plan to move into the digital future starting with digital content and technology for teachers, followed by 1:1	*BYOD *Pilot textbook free classroom- digital textbook using current curriculum	1.1 3.3 4.5



# FNSBSD Site Planning: “BEN EIELSON” FY16 Initiatives

## 1. PERSONALIZED LEARNING: Provide students with options to meet their needs and achieve academic success.

District Objective	FY16 Initiative	STEPP
	Site Champion:	
	Site Champion:	
	Site Champion:	

## 2. EFFECTIVE COMMUNICATION: Transparent and consistent communication to increase student, parent, staff and community connectedness with the District.

District Objective	FY16 Initiative	STEPP
<b>Parents:</b> Ensure all parents are informed through systematic, multi-channel delivery of relevant information.	Provide regular timely information to parents through the Daily Bulletin, Blackboard Connect, Powerschool, the monthly electronic newsletter, and our new school website. Teachers will provide additional class information through Powerschool, teacher websites, and Canvas. Provide training opportunities for parents at open house, new student orientation, and parent/teacher conferences on utilizing Powerschool and the FNSBSD App.  Site Champion: Mario Gatto, Bruce Bell, & Eielson Teachers	
<b>Staff:</b> Ensure frequent and streamlined internal communication to keep all FNSBSD staff feeling connected.	Provide regular timely communication with our staff through Outlook, staff meetings, department heads, PLC's, and one-on-one communication between the staff and the Principal or Assistant Principal. Provide professional learning on Canvas to teachers to enhance communications with parents and students.  Site Champion: Mario Gatto & Bruce Bell	
<b>Community:</b> Proactively communicate and invite two-way dialogue between the community and District.	Increase utilization of the PR Shoutout to publicize school accomplishments and recognize student success both inside and outside of the classroom. Invite the local media to school events.  Site Champion: Mario Gatto & Bruce Bell	

**PARENT & COMMUNITY ENGAGEMENT: Increase the level of involvement of parents and community groups with schools to facilitate a stronger learning environment for students.**

District Objective	FY16 Initiative	STEPP
<p><b>Site-Level Parent Organization:</b> Ensure every school has a parent-led organization to promote parent engagement.</p>	<p>Encourage parent participation in our PTSO, through Open House, the monthly school newsletter, daily bulletin, and Blackboard Connect. The Principal will be an active participant in all PTSO meetings and provide school information as part of the monthly agenda.</p> <p>Site Champion: Mario Gatto &amp; Bruce Bell</p>	
<p><b>Business Partnerships &amp; Community Groups:</b> Expand partnerships with businesses and community groups.</p>	<p>Expand school partnerships with Eielson Air Force Base and the local community. Recognize existing partnerships with Eielson Air Force Base, the American Red Cross , Sportsmedicine Fairbanks, Adient Physical Therapy, and North Pole Physical Therapy.</p> <p>Site Champion: Mario Gatto &amp; Bruce Bell</p>	

**3. ORGANIZATIONAL SUPPORT: Create an environment that supports the needs of staff to enable a school and organizational climate where students thrive.**

District Objective	FY16 Initiative	STEPP
<p><b>Quality Teaching:</b> Implement New Educator Evaluation Framework.</p>	<p>Provide extensive professional learning for teachers in the new Danielson Evaluation Framework. The learning will occur on professional development days, in monthly staff meetings, and during PLC time. Provide support on developing student learning objectives (SLO's) and utilize PLC time for teachers to collaborate on SLO's within their departments.</p> <p>Site Champion: Mario Gatto &amp; Bruce Bell</p>	
<p><b>Teacher Collaboration:</b> Improve the effectiveness of Professional Learning Communities (PLCs).</p>	<p>Ensure quality professional collaboration during PLC Time, looking at SLO's, implementation of the Strategic Plan, Advanced Ed Accreditation, the AK Stepp Plan, and focus on specific students when they meet in grade-level teams. While PLC agendas will be teacher-driven, the Principal and Assistant Principal will provide oversight to ensure that the time is used effectively and is focused on students and school/district goals.</p> <p>Site Champion: Mario Gatto, Bruce Bell, &amp; Department Heads</p>	
<p><b>Culture:</b> Strengthen employee relations to support the mission and instill a culture of continuous improvement.</p>	<p>Utilizing PLC Time for collaboration and focusing on developing SLO's that establish productive goals to improve student achievement. Implement a co-teaching model in English and Mathematics. Our resource teachers will team with content teachers to collaboratively address each student's IEP goals. Engage our department heads as teacher leaders by having them take the lead on Accreditation, the AK STEPP Plan, and implementation of the strategic plan. Recognize teachers at regular staff meetings for professional accomplishments.</p>	

	Site Champion: Mario Gatto, Bruce Bell, & Department Heads	
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**4. TECHNOLOGY INTEGRATION: Expand student access to technology to amplify learning.**

District Objective	FY16 Initiative	STEPP
<p><b>Site Tech Support:</b> Restructure site-level technology support.</p>	<p>Library staff will be the first line of tech level support in the school. They manage all the school’s hardware and can troubleshoot basic technology issues. Utilize our building –shared ITT and two former ITT’s that are in our building to support our teachers. Explore the possibility of them providing professional development on a variety of topics that enhance teacher use of technology in the classroom. Brainstorm technology questions during staff meetings and PLC time and provide timely responses to all staff.</p> <p>Site Champion: Mario Gatto &amp; Bruce Bell</p>	
<p><b>Technology in the Classroom:</b> Build a plan to move into the digital future starting with digital content and technology for teachers, followed by 1:1.</p>	<p>Explore the implementation of a BYOD pilot. Provide professional learning opportunities in the building that support implementation in the classroom. Ensure that students receive instruction on Digital Citizenship during the school year.</p> <p>Site Champion: Mario Gatto &amp; Bruce Bell</p>	

# FNSBSD Site Planning: **Hutchison High School**

## FY16 Initiatives

### 1. PERSONALIZED LEARNING: Provide students with options to meet their needs and achieve academic success.

District Objective	FY16 Initiative	STEPP
1.1 Ensure class size that is conducive to learning.	<p>Continuous review of student enrollment by class and cluster area. Adjusting schedules were conducive to better meet student needs.</p> <p>Site Champion: Natalie Luther, Sara Bussa, Robyn Taylor</p>	
1.4 CTE: Expand CTE pathways	<p>Further strengthen partnership with UAF CTC to increase dual credit opportunities. Survey, revise, and strengthen pathways.</p> <p>Site Champion: Robyn Taylor</p>	

### 2. EFFECTIVE COMMUNICATION: Transparent and consistent communication to increase student, parent, staff and community connectedness with the District.

District Objective	FY16 Initiative	STEPP
<b>Parents:</b> Ensure all parents are informed through systematic, multi-channel delivery of relevant information.	<p>Get 100% of teachers to utilize the district's website.</p> <p>Update the Hutchison High School website with announcements on a weekly basis.</p> <p>Utilize Blackboard Connect to communicate updates with parents via text, voice, and web.</p> <p>Continue the e-mail newsletter and announcements.</p> <p>Budget spotlights at PTSA meetings.</p> <p>Student of the week/month/quarter.</p> <p>Site Champion: Robyn Taylor, Mark Oppe, Beth Reagin</p>	
<b>Staff:</b> Ensure frequent and streamlined internal communication to keep all FNSBSD staff feeling connected.	<p>Weekly Principal staff communication: upcoming events; PLC targets; literature reviews; budget updates; etc.</p> <p>Potluck Opportunities for staff for informal connections and collaboration</p> <p>Site Champion: Robyn Taylor, Beth Reagin</p>	
<b>Community:</b> Proactively communicate and invite two-way dialogue between the community and District.	<p>Administrative attendance present at PTSA; CTEAC; and other community related meetings and events.</p> <p>Identifying and increasing community partnerships to Hutchison High School</p> <p>Information tables at open house/ conferences to support CCRA, information partnerships, setting up apps for communication.</p> <p>Site Champion: Robyn Taylor; Mark Oppe; Beth Reagin and activity sponsors.</p>	

**3. PARENT & COMMUNITY ENGAGEMENT: Increase the level of involvement of parents and community groups with schools to facilitate a stronger learning environment for students.**

District Objective	FY16 Initiative	STEPP
<b>Site-Level Parent Organization:</b> Ensure every school has a parent-led organization to promote parent engagement.	Continue with PTSA; Hutchison Teachers trained in Canvas will utilize the technological opportunities to communicate with parents.  Site Champion: Robyn Taylor	
<b>Business Partnerships &amp; Community Groups:</b> Expand partnerships with businesses and community groups.	Formalize a list of Community Partners for Hutchison High School Establish a gratuity celebration Showcase student work to Community Site Champion: Robyn Taylor, Beth Reagin, Mark Oppe	

**4. ORGANIZATIONAL SUPPORT: Create an environment that supports the needs of staff to enable a school and organizational climate where students thrive.**

District Objective	FY16 Initiative	STEPP
<b>Quality Teaching:</b> Implement New Educator Evaluation Framework.	Establish a focus group to meet monthly to become experts in the Charlotte Danielson components. Provide/present peer driven interpretation and implication to Hutchison High School Teacher observation of each other  Site Champion: Robyn Taylor, Beth Reagin, Mark Oppe	
<b>Teacher Collaboration:</b> Improve the effectiveness of Professional Learning Communities (PLCs).	Establish focus groups to meet regularly on the following: accreditation, educator evaluation, rubric for application, budget solutions, student support alternatives for increased student achievement. Promote teacher leaders. <i>Sped teachers will grow co teaching models.</i> Site Champion: Robyn Taylor	
<b>Culture:</b> Strengthen employee relations to support the mission and instill a culture of continuous improvement.	Beginning of year leadership and team building professional development. Continuous recognition showcased of excellence in education through staff meetings, email, etc.  Site Champion: Robyn Taylor, Beth Reagin	

**5. TECHNOLOGY INTEGRATION: Expand student access to technology to amplify learning.**

District Objective	FY16 Initiative	STEPP
<b>Site Tech Support:</b> Restructure site-level technology support.	Identification of existing structure, producing a short and long term vision for needs. Shifting Smart Boards to teachers with capabilities to utilize the technology for its intended purpose.  Site Champion: Robyn Taylor, Deborah Rhinio	

**Technology in the Classroom:** Build a plan to move into the digital future starting with digital content and technology for teachers, followed by 1:1.

Technology use in classroom at least 1x per week.  
Develop plan to purchase and integrate more technology into the school  
Department vs. school wide purchases.

Site Champion: Robyn Taylor and Deborah Rhinio

# FNSBSD Site Planning: **Lathrop High School** FY16 Initiatives

## 1. PERSONALIZED LEARNING: Provide students with options to meet their needs and achieve academic success.

District Objective	FY16 Initiative	STEPP
Provide students with options to meet their needs and achieve academic success	<p>LHS administration will implement an educational pathway of success targeting at risk students. This will involve meeting with at risk students and their parents and building rapport early on in the academic year with the ultimate goal of graduation completion.</p> <p>Site Champion: Tyrone Oates</p>	
	<p>Site Champion:</p>	
	<p>Site Champion:</p>	

## 2. EFFECTIVE COMMUNICATION: Transparent and consistent communication to increase student, parent, staff and community connectedness with the District.

District Objective	FY16 Initiative	STEPP
<p><b>Parents:</b> Ensure all parents are informed through systemic, multi-channel delivery of relevant information.</p>	<p>LHS administration will task teachers to implement a system for contacting parents regularly and logging that contact information. Teachers will survey their students to find the families preferred method of communication.</p> <p>LHS admin will utilize electronic newsletters to keep parents informed about key school events.</p> <p>Site Champion: Carly Sween</p>	4.3
<p><b>Staff:</b></p>	<p>Site Champion:</p>	
	<p>Site Champion:</p>	

**3. PARENT & COMMUNITY ENGAGEMENT: Increase the level of involvement of parents and community groups with schools to facilitate a stronger learning environment for students.**

District Objective	FY16 Initiative	STEPP
<b>Site-Level Parent Organization:</b> Ensure every school has a parent-led organization to promote parent engagement.	LHS will maintain and support current PTSA; advertise meetings through email and robo call. Admin will encourage all staff members to join PTSA. Officers of PTSA will be given a monthly opportunity to speak at staff meetings. LHS will encourage the PTSA to adopt this year’s goal of helping to increase the graduation rate.  Site Champion: Bob Meade	
<b>Business Partnerships &amp; Community Groups:</b> Expand partnerships with businesses and community groups.	Continue to grow relationships with FNA, TCC, Doyon, and NAACP. This includes regular cultural dinners with FNA, TCC, Doyon and gatherings with the NAACP to share concerns.  Site Champion: Rob Sylvester	4.6

**4. ORGANIZATIONAL SUPPORT: Create an environment that supports the needs of staff to enable a school and organizational climate where students thrive.**

District Objective	FY16 Initiative	STEPP
<b>Quality Teaching:</b> Implement New Educator Evaluation Framework.	LHS will implement the Danielson framework. There will be ongoing support throughout the year via PLC time and staff meetings to help teachers and administrators become efficient and proficient in utilizing the DDF and standard evaluation tools.  Site Champion: Bob Meade	
<b>Teacher Collaboration:</b> Improve the effectiveness of Professional Learning Communities (PLCs).	The LHS admin team will support Sped teachers in implementing the co-teaching model. Teachers will receive professional development in the best practices of co-teaching prior to the start of the school year. As the year progresses there will be monthly meetings to review the challenges and effectiveness of the practice.  Site Champion: Rob Sylvester	
<b>Culture:</b> Strengthen employee relations to support the mission and instill a culture of continuous improvement.	LHS admin will help provide focus for the staff on Lathrop’s school goal of increasing the graduation rate. The slogans to be utilized in this effort are “Expectation graduation” and “Destination graduation.”  Site Champion: Bob Meade	

**5. TECHNOLOGY INTEGRATION: Expand student access to technology to amplify learning.**

District Objective	FY16 Initiative	STEPP
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<p><b>Site Tech Support:</b> Restructure site-level technology support.</p>	<p>LHS will increase access to career and employment information through more online learning opportunity for students.</p> <p>Site Champion: Lori Werdin</p>	
<p><b>Technology in the Classroom:</b> Build a plan to move into the digital future starting with digital content and technology for teachers, followed by 1:1.</p>	<p>LHS will Increase access to laptops, iPads, and online content for content enrichment. Teachers will look to utilize Canvas as a regular part of their instruction and preparation.</p> <p>Site Champion: Lynn Krizek</p>	

# FNSBSD Site Planning: North Pole High School FY16 Initiatives

## 1. PERSONALIZED LEARNING: Moving to personalized learning, providing students with options to meet their needs and achieve academic success.

District Objective	FY16 Initiative	STEPP
High School Options	Dual Credit Opportunity  Site Champion:	
CTE	Equitable CTE opportunities in EVERY high school (if building facility can't support' seamless transportation to site)  Site Champion:	
CTE	Research credit opportunities for modules and explore ways of how to utilize our newly remodeled MPR room that is set to house interchangeable CTE opportunities. ex... construction academy, large machinery.  Site Champion:	

## 2. EFFECTIVE COMMUNICATION: Transparent and consistent communication to increase student, parent, staff and community connectedness with the District.

District Objective	FY16 Initiative	STEPP
<b>Parents:</b> Ensure all parents are informed through systematic, multi-channel delivery of relevant information.	Provide an opportunity during open houses and conferences with apps that provide parent link and Powerschool informational sessions. Ensure online newsletters are updated monthly, daily notice from secretary to parents; communicate information about deadlines and course requirements. Counselor newsletter that targets Seniors and informs them of various opportunities that are available. Work with booster club to ensure parents are aware of budget changes and their role.  Site Champion:	
<b>Staff:</b> Ensure frequent and streamlined internal communication to keep all FNSBSD staff feeling connected.	Over communicate information to staff via email, PLC's, posters in lounge, face to face. Provide an opportunity to debrief board meetings and district initiatives. Replace DH structures by promoting teacher leaders and having a 30-minute session with varied teachers within each department.  Site Champion:	
<b>Community:</b> Proactively communicate and invite two-way dialogue between the community and District. (Principals)	Provide media with content that is positive and specific. Invite various organizations/resources into our schools. Promote community business liaison via	

	<p>Parent Advisory meeting once a quarter (Mingle with Mingo) where there is an opportunity to speak about opportunities that are available. Meet with the various organizations in the community and inviting them to be a PIE.</p> <p>Site Champion:</p>	
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**3. PARENT & COMMUNITY ENGAGEMENT: Increase the level of involvement of parents and community groups with schools to facilitate a stronger learning environment for students.**

District Objective	FY16 Initiative	STEPP
<b>Site-Level Parent Organization:</b> Ensure every school has a parent-led organization to promote parent engagement. (Principals)	Sustain a PTSA or PTSO: maintain and empower a sustainable PTSA and PTSO to establish goals and implement them for increased involvement.  Site Champion:	
<b>Business Partnerships &amp; Community Groups:</b> Expand partnerships with businesses and community groups.	Spotlight business partners in newsletter. Formulate a Partners In Education (PIE) agreement.  Site Champion:	

**4. ORGANIZATIONAL SUPPORT: Create an environment that supports the needs of staff to enable a school and organizational climate where students thrive.**

District Objective	FY16 Initiative	STEPP
<b>Quality Teaching:</b> Implement New Educator Evaluation Framework.	Implement Danielson framework as an evaluative tool. Provide opportunities to discuss the nuts and bolts of grading in departments in order to find balance with various grading policies. Create and implement pilot SLO's as a PLC Ensure teachers understand artifacts Site Champion:	
<b>Teacher Collaboration:</b> Improve the effectiveness of PLC's.	Provide an opportunity and time for teachers to watch various teaching practices.  Site Champion:	
<b>Culture:</b> Strengthen employee relations to support the mission and instill a culture of continuous improvement.	Recognize and celebrate teacher leaders at staff meetings. Supporting co teacher model within SPED Develop teacher led PLC topics and assignments based on AKSTEPP plan and site student needs. Revisit values, vision, and mission with all stake holders at start of year. Site Champion:	

**5. TECHNOLOGY INTEGRATION: Expand student access to technology to amplify learning.**

District Objective	FY16 Initiative	STEPP
<b>Site Tech Support:</b> Restructure site-level technology support.	Identify facts and questions in building of technology questions, appoint someone to draft responses for all staff. Define relevant tech support needed by staff in each building to improve the effective use of technology in the classroom. To provide MOA for onsite tech support by staff member. Site Champion:	

**Technology in the Classroom:** Build a plan to move into the digital future starting with digital content and technology for teachers, followed by 1:1.

Provide opportunities for teachers to watch each other use technology in the classroom.

Site Champion: Bring Your Own Device (BYOD) student pilot

# FNSBSD Site Planning: West Valley High School FY16 Initiatives

## 1. PERSONALIZED LEARNING: Provide students with options to meet their needs and achieve academic success.

District Objective	FY16 Initiative	STEPP
<b>HIGH SCHOOL OPTIONS:</b> Expand the number of credit and schedule options for high school students by fall 16.	<p>Pilot Online Learning periods during the school day beginning January 2016 - can be for enrichment, moving ahead, &amp; credit recovery</p> <p>Continue to offer Dual Credit options at WVHS in Marine Biology, Government, Chinese 1 &amp; 2, and pursue developing option for Eng 111x from UAF or CTC.</p> <p>Site Champion: Admin team, Leadership team, Counseling staff - partner with CTC staff</p>	
<b>CTE:</b> Expand CTE pathways to ensure equitable options and access to all high school students.	<p>WV students accessing CTE courses at Hutchison HS; broadens course options related to CTE and CTE programs not at WVH; WVH/HHS shuttle provided each period</p> <p>Site Champion: Admin team, Leadership team, Counseling staff, CTE teachers specifically</p>	
<b>CTE:</b> Expand CTE pathways to ensure equitable options and access to all high school students.	<p>Explore Law Enforcement and Emergency Services Pathway at WVHS - implementation beginning January 2016</p> <p>Continue to explore feasibility of an Aviation Career Pathway.</p> <p>Further promotion of School to Apprenticeship program. Goal is to have minimum of 10 students accepted to the Pipeline Training Center and IBEW Apprenticeship programs. Continue partnership with FNSB providing apprenticeships for students.</p> <p>Site Champion: Admin team, Leadership team, Counseling staff, Dan Domke-CTE Coordinator</p>	

## 2. EFFECTIVE COMMUNICATION: Transparent and consistent communication to increase student, parent, staff and community connectedness with the District.

District Objective	FY16 Initiative	STEPP
<b>Parents:</b> Ensure all parents are informed through systematic, multi-channel delivery of relevant information.	<ul style="list-style-type: none"> <li>- Utilization of newsletter template feature of school website to post school information available to parents.</li> <li>- Utilization of Blackboard Connect to inform specific groups of students/Parents of upcoming events and school information.</li> <li>- Increase utilization and access to Canvas so parents feel more connected to the classroom</li> <li>- dedicated use of the FNSB District Blackboard App</li> <li>- communicate pertinent FNSB District information regarding budget at all PTSA meetings through a "BUDGET SPOTLIGHT" beginning in Sept. 2015</li> </ul> <p>Site Champion: Administrative team &amp; PTSA president</p>	

<b>Staff:</b> Ensure frequent and streamlined internal communication to keep all FNSBSD staff feeling connected.	Implement paperless communication through increased use of emails and Google Docs Administer School climate survey spring 2016 Administer and review the Accreditation Staff input survey September 2015 - s  Site Champion: Administrative team, leadership team, content leadership team members in building	
<b>Community:</b> Proactively communicate and invite two-way dialogue between the community and District.	Continue to foster partnerships with local unions, businesses, and community members. Site Champion:	

**3. PARENT & COMMUNITY ENGAGEMENT: Increase the level of involvement of parents and community groups with schools to facilitate a stronger learning environment for students.**

District Objective	FY16 Initiative	STEPP
<b>Site-Level Parent Organization:</b> Ensure every school has a parent-led organization to promote parent engagement.	WVHS has an active PTSA - they are small in membership but they are very involved in school advocacy and positive impact with students. Continue supporting the opportunities PTSA provides WVHS students.  Site Champion:	
<b>Business Partnerships &amp; Community Groups:</b> Expand partnerships with businesses and community groups.	Work to maintain existing business partnerships with Alaska High School Science Symposium, Fairbanks Memorial Hospital, Goldstream Sports, Beaver Sports, and Spirit of Alaska. Continue to explore other potential business and community partnerships.  Site Champion:	

**4. ORGANIZATIONAL SUPPORT: Create an environment that supports the needs of staff to enable a school and organizational climate where students thrive.**

District Objective	FY16 Initiative	STEPP
<b>Quality Teaching:</b> Implement New Educator Evaluation Framework.	Provide ongoing support and opportunities for professional learning and reflection related to the Danielson Domains.  Site Champion: Partner teachers and Administrators	
<b>Teacher Collaboration:</b> Improve the effectiveness of Professional Learning Communities (PLCs).	Utilizing the feedback from the PLC survey administered in spring 2015, provide more focused topics and learning opportunities through PLC time.  Site Champion: Leadership team and Admin team	
<b>Culture:</b> Strengthen employee relations to support the mission and instill a culture of continuous improvement.	Review school data, school climate survey data, parent/community accreditation data to develop a newly revised mission and value statement for WVHS that focuses on a culture of continuous learning.  Site Champion: Admin team	

**5. TECHNOLOGY INTEGRATION: Expand student access to technology to amplify learning.**

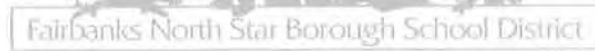
District Objective	FY16 Initiative	STEPP
<p><b>Site Tech Support:</b> Restructure site-level technology support.</p>	<p>Draft pilot curriculum for student technology assistants in building to assist classroom teachers with basic troubleshooting related to technology. Partner with Info Systems to assist with this - let's utilize some of our strongest and most equipped resources - our students - to assist us on site with technology.</p> <p>Site Champion: Counselors, Leadership team, Info Systems representatives,</p>	
<p><b>Technology in the Classroom:</b> Build a plan to move into the digital future starting with digital content and technology for teachers, followed by 1:1.</p>	<p>Piloting 1 set (30) of Android tablets in a dedicated classroom, creating a semi 1:1 environment for ~130 students all using Canvas.</p> <p>1 additional cart (30) of Chromebooks added to general use pool to move closer to 1:1</p> <p>Site Champion: Leadership team, admin team, classroom teacher participating in 1:1 Android Tablet pilot</p>	



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FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

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**MEMORANDUM**

Date: August 31, 2015

To: School Board Members

From: Dr. Karen Gaborik, Superintendent

A handwritten signature in black ink, appearing to be "K. Gaborik", is written over the name of the Superintendent.

Re: Work Session: Independent Learning Center and BEST Expansion

\*\*\*\*\*

District administration will present information regarding expansion of the BEST program and development of an Independent Learning Center (ILC). Discussion around two questions will assist the district administrative team in the planning and implementation of the ILC.

1. What population of students are we targeting to serve at the ILC?
2. What are the identified needs of those students that the ILC will meet?

Recommendations

1. Expand BEST to a statewide homeschool program in order to meet the enrollment and revenue levels necessary to be self-sustaining. An additional 178 students are required to meet this goal in the current staffing structure and location.
2. Re-brand, advertise and recruit for BEST for the 2016-17 school year.
3. Plan to locate BEST and the ILC in the same building outside the Administrative Center in the 2016–2017 school year. Determine the most desirable location within the context of resource availability.
4. Develop the ILC to serve part-time online students enrolled in other district high schools.
5. Provide a campus where ILC students have the opportunity to recover credit or take additional online courses in a supervised computer lab setting on a flexible schedule.
6. Expand and explicitly engage BEST and ILC students in CTE options and career planning.

Funding Request

Funds in the amount of \$12,500 from the board reserve allocated for implementation of the strategic plan in the 2015–2016 school year are requested at this time to begin the process of BEST expansion.

FNSBSD  
HOMESCHOOL  
COMPARISON  
REPORT

SY 2014/15

Katrina Miller

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## ABSTRACT

At the direction of Dr. Gaborik and Melanie Hadaway, this report was formulated to include information on the following; Correspondence program allotments, activity opportunities, parent opinion, technology/connectivity policies and staffing models for IDEA, Cyberlynx, Raven, Mat-Su Central, and FOCUS. Potential revenues for the FNSBSD are discussed. Staffing budgets are provided for Cyberlynx and Mat-Su Central. Survey research results are provided to include parent feedback regarding Alaska correspondence programs, specifically those residing within the Fairbanks North Star Borough School District. Marketing avenues, marketing cost estimates and staffing expansion is covered. Finally, recommendations to the Fairbanks North Star Borough School District School Board are provided as a final product of extensive comparison research.

## METHODS

### DATA COLLECTION

The following resources were used to collect data; Alaska state law statutes pertaining to correspondence programs; program handbooks for the 2014/2015 school year; online database searches (DEED); meetings with leadership from multiple programs; Alaska Department of Education and Early Development emails/phone conferences; parent opinion meetings; visits to educational workshops; quote requests from businesses for marketing; and survey collection.

To capture student enrollees across the state of Alaska, report card data from each correspondence program were gathered for the years 2011/2012, 2012/2013, and 2013/2014. Trends were calculated for each targeted program over the aforementioned years.

Test score data comparing seven correspondence programs from the school year 2013/14 were gathered via the Department of Education and Early Development.

### SURVEY METHODOLOGY

Survey participants were recruited from a homeschool curriculum fair and a Kindle giveaway was used as a means to incentivize participation. Additionally, survey questions were developed with the intent to measure public opinion of BEST; to collect recommendations by parents and compare opinion of alternative programs offered in Alaska. Polling was conducted via the online survey resource Survey Monkey.

## RESULTS

### ALASKA CORRESPONDENCE PROGRAM DEMOGRAPHIC

The following programs constitute the entire population of homeschool/correspondence programs available in the state of Alaska. The students enrolled in these programs do not reflect the homeschool population who are considered “Independent Homeschoolers” (students who do not enroll in any type of accredited program).

Total student enrollment was captured for each of the following programs; AK TEACH, Alaska Reach Academy, Alaska Virtual Academy, Bristol Bay Correspondence, Connections, Cordova Innovative Learning Program, CyberLynx, Delta-Greely Homeschool, Denali Peak Program, Dillingham Correspondence, Distance Learning Center, Extensions Correspondence, Fairbanks BEST, Family Partnership, FAST Track, FOCUS Homeschool, Frontier Charter School, Haines Home School, HomeBRIDGE, IDEA, Lakeview Home School, Mat-Su Central, NWABSD Homeschool, PACE Statewide Correspondence, Raven Correspondence, Reach Home School Support, Twindly-Bridge Charter School, Upstream Learning, Valdez Homeschool Program and Yakutat LEAD School.

Analysis showed that the FNSBSD BEST captured 2% of all homeschool students in the 2011/2012 school year, 3% in the 2012/2013 school year and 2% in the 2013/2014 school year. Interior District Education of Alaska (IDEA) captured 34% of all homeschool enrollees for the 2011/2012 school year, a decrease to 32% in the 2012/2013 school year and slight increase to 33% in 2013/2014. Raven netted 10% of enrollment in 2011/12, 11% in 2012/13 and 11% again in 2013/14, showing a slight upward trend in their enrollment. CyberLynx has maintained 7% of all enrollees over the years 2011-2014, showing neither a decrease nor increase in enrollment patterns. Mat-Su Central netted 12% of Alaska homeschool students in 2011/12, and 13% from 2012-2014. Finally, FOCUS captured 2% of the homeschooling population over years 2011-2014, showing no change in enrollment patterns. (Development, 2015)

IDEA maintains the highest student count for enrollment, with Mat-Su second, Raven third, and CyberLynx fourth.

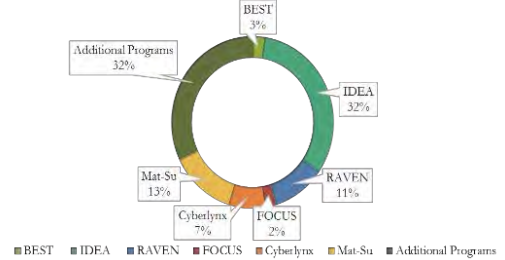
Figures 1, 2, 3 and 4 graphically demonstrate student share by programs of interest.

2011-2012 Home School Student Enrollment in Alaska



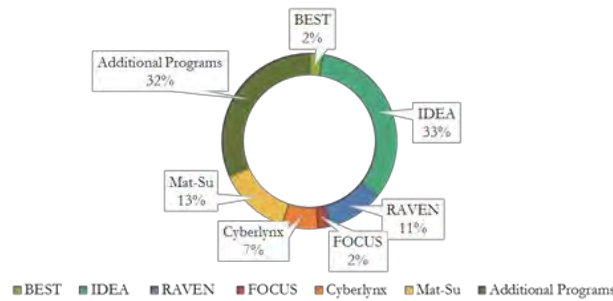
[Fig. 1]

2012-2013 Home School Student Enrollment in Alaska

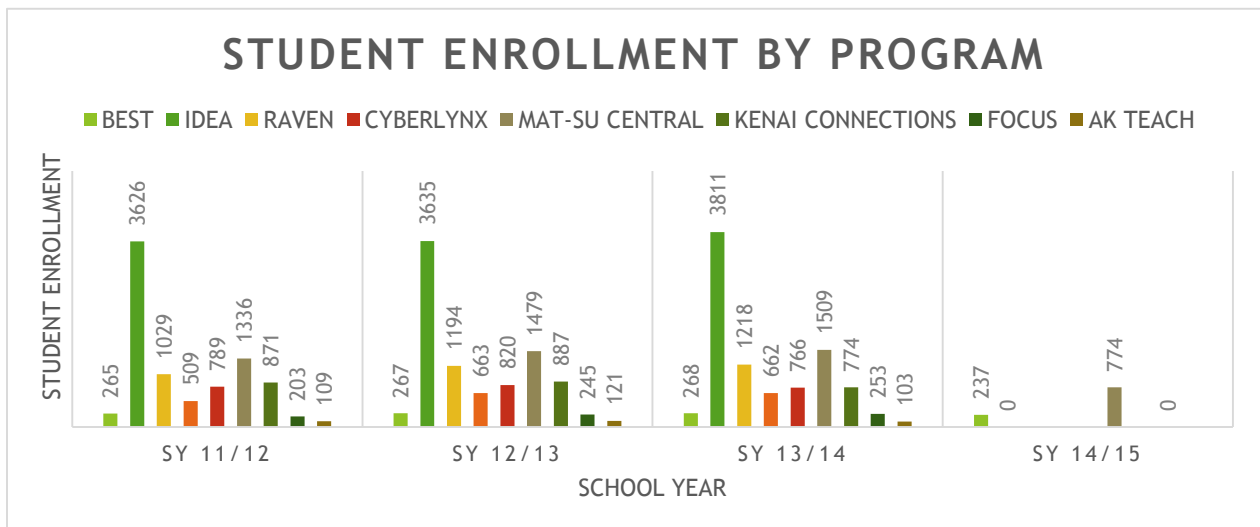


[Fig. 2]

2013-2014 Home School Student Enrollment in Alaska



[Fig. 3]



[Fig. 4]

**FAIRBANKS ENROLLMENT**

An accurate student breakdown shows that the IDEA Fairbanks region has 801 students enrolled as of June 2015. Roughly 50 of those students are in preschool, yielding no monetary revenue to the program (Cline, 2015).

Raven serves 340 students in the Fairbanks area, with an additional 86 students enrolled at their Delta location (School, 2015).

CyberLynx serves 185 full time Fairbanks students and 30 Nenana students. Collaboratively, IDEA, CyberLynx, Raven and BEST serve a total of 1,511 homeschooling students.

IDEA, Raven, CyberLynx, and Focus offer opportunities for Pre-K scholarships ranging from \$200-\$455 per student, with the contingency that an older sibling is currently enrolled in the program. Mat-Su Central allows parents to use up to \$500 from another siblings' allotment for their Pre-K student, while BEST and Kenai's Connections do not offer a Pre-K stipend.

#### BEST BUDGET OVERVIEW

For the school year 2014-2015, BEST had a total budget of \$1,589,816.20. The projected student enrollment, based off the previous year's enrollment, was 269. The actual student enrollment totaled 235 students, which lead to a \$356,625 budget deficit. 2015-16 proposed budgets include an additional certified salary position for BEST leadership.

Overall, the projected BEST deficit is \$551,447 for the 2015-16 school year. An additional 150 students are needed to place BEST over the break-even threshold. Student allotment expenditures would likely increase by \$161,700, and revenues would increase by \$787,050. With 385 total students enrolled, BEST would have a \$73,903 profit assuming expenditure trends and staffing remained constant.

---

#### POTENTIAL REVENUES

As discussed in the student demographic segment, Fairbanks alone has over 1,511 correspondence students. This number is conservative, as it only combines students from BEST, IDEA, Cyberlynx and Raven. Student count by location is not available from FOCUS or alternative programs. The potential revenue generated from an increase in student enrollment could reach up to \$6,695,172. In addition to BEST's student enrollment, 1,276 students are currently homeschooling in the Fairbanks area. Using 90% of the state's 2015 BSA we calculate the following:  $(90\% \times \$5830) \times 1,276 = \$6,695,172$ .

#### STATEWIDE PROGRAMS

Of the programs researched for comparison purposes, it was found that all, with the exception of Kenai Connections and Fairbanks BEST, are considered statewide correspondence programs. IDEA's offices are located in Fairbanks, Kenai, Anchorage, Wasilla and Juneau. Yukon-Koyukuk's Raven program has offices based out of



Fairbanks, Anchorage, Juneau, Wasilla and Delta. Nenana’s Cyberlynx program has offices based out of Fairbanks, Anchorage, Delta, Nenana, and Wasilla. FOCUS has offices in Valdez, Anchorage and Fairbanks. Mat-Su Central’s only office is located in Wasilla, although they are still a statewide serving program.

#### ALLOTMENTS BY PROGRAM

Student allotments showed little variance by program, although two programs provide a larger than average allocation. Mat-Su Central offers the highest allotment, with MSC offering additional monies for students in their Junior/Senior year who have achieved MCA Honors. CyberLynx offers the highest stipend to pre-K students who do not generate revenue, but do incentivize multiple student enrollment and longstanding relationship between family and program. Below is a chart detailing allotment allocations by grade.

Grade Level	BEST	I.D.E.A.	RAVEN	PEAK (Denali)	Cyberlynx	Mat-Su Central	Kenai Connections	AKTEACH (Kodiak)	Focus Homeschool
Pre-K	Not Offered	\$200	\$250	Scholarships Available	\$455	Not Offered	Not Offered	Not Offered	Scholarships Available
K-2nd	\$2,000	\$1,800	\$2,000	\$2,000	\$2,000	\$2,200	\$1,900	\$1,800	1600
3rd	\$2,000	\$1,800	\$2,000	\$2,300	\$2,000	\$2,200	\$1,900	\$1,800	1600
4th-8th	\$2,200	\$2,000	\$2,000	\$2,300	\$2,300	\$2,200	\$2,100	\$2,000	1800
9th-12th	\$2,400	\$2,400	\$2,400	\$2,700	\$2,400	\$2,200	\$2,400	\$2,400	2000
1th with MCA Honors	N/A	N/A	N/A	N/A	N/A	\$2,500	N/A	N/A	N/A
2th with MCA Honors	N/A	N/A	N/A	N/A	N/A	\$2,700	N/A	N/A	N/A

[Fig. 5]

#### STAFFING MODEL

Fairbanks BEST has three districtwide correspondence teachers on staff, two secretaries, one administrator secretary, one tutor and one districtwide cooperative extensions coordinator. Students in the BEST program do have access to SPED teachers within the Fairbanks North Star Borough School District.

Galena’s IDEA program has five field representatives, one each in Fairbanks, Anchorage, Juneau, Kenai and Wasilla. These field reps are homeschooling parents on staff with IDEA. Additionally, IDEA employed 31 educators in the 2013/14 school year, 16 of which hold bachelor degrees and 15 with masters. Contact teachers specialize based on grade level. Fairbanks IDEA, for example, staffs one contact teacher who primarily meets with students in the 11<sup>th</sup> and 12<sup>th</sup> grades, while another teacher meets with students in the 9<sup>th</sup> and 10<sup>th</sup> grades, and another who meets with elementary students. IDEA also has Special Education teachers on staff.

Yukon-Koyukuk’s Raven program employees a total of 11 advisory teachers, two counselors, one graduation coach, two family representatives, two administrative clerks and five administrative assistants.

The Fairbanks office staffs three advisory teachers, one of which is SPED certified, two counselors, one graduation coach, one administrative assistant, one administrative clerk and one family representative. The Anchorage office staffs three advisory teachers, one administrative assistant and one administrative clerk. Their Wasilla location staffs two advisory teachers, one administrative assistant and one family representative. The Juneau location staffs two advisory teachers, one of which is a SPED teacher, and one administrative assistant who is also a family representative. The Delta location staffs one advisory teacher and one administrative assistant.

Cyberlynx staffs a total of 12 educators. Two teachers are located in Fairbanks, one teacher in Delta, one teacher in Anchorage. In Wasilla they staff one K-12 teacher/SPED, one teacher assistant and one administrative assistant. The Nenana offices staff one principal, one administrative assistant, one teacher, one family accountant and one testing coordinator.

Mat-Su Central staffs a total of 37 educators. They have one principal, two guidance counselors, 15 advisory teachers, five of which are online support teachers, one math and technology teacher for online support, one librarian, two graduation specialists, one special services staff, one art teacher, one music teacher, one speech pathology specialist, one north valley specialist, two administrative assistants, two community liaisons, one registrar, one accountant, two secretaries, one school nurse and one IT support specialist.

Kenai Connections has office locations in Soldotna, Homer and Seward. They staff a total of eighteen educators. Connections in Soldotna staffs one principal, three secretaries, five advisors, one resource manager and one technical support specialist. Connections in Homer staff two secretaries, and three advisors. Connections in Seward staffs one secretary and one advisor.

The FOCUS staffing model was not available.

## STAFF BUDGETS

The total budget for the Fairbanks BEST staff, inclusive of benefits, was \$692,620 for the 2014/15 school year. Budgets included a \$12,148.20 allotment for supplies and \$0 for student travel.

The total budget for Nenana's Cyberlynx staff, inclusive of benefits, was \$1,216,544.31 for the 2014/2015 school year. Provisions in the budget were made to include \$12,000 for student travel, \$1,026,000.00 for supplies and media, and \$33,000 for Communications (District N. C., 2015).

The total budget for the Mat-Su Central staff, inclusive of benefits was \$2,964,402 for the 2014/2015 school year. Budgets allowed a \$1,500 allocation for student travel and \$3,185,900 for supplies and media.

I attempted on several occasions to obtain copies of program budgets from IDEA, Raven and others. IDEA staff did provide Galena City School District's audit reports, although these did not show detailed expenses for just the IDEA program. When asked to provide the detailed reports, they informed me they do not have staff on hand to generate the request. Raven was unwilling to provide any records/reports.

#### PARENT ADVISORY COMMITTEE (PAC) MODELS

Parent Advisory Committees (PAC) groups vary by program. IDEA's PAC is tasked with planning local activities and events, developing new ideas and providing parent input. "The Galena School Board brings a representative for each of the five PACs to Galena each year to learn more about the district and meet with them in person" (IDEA, 2015).

Mat-Su Central's Academic Advising Council is unique because it is made up of several member components and has a member requirement.

"A permanent Academic Advisory Council shall be formed, consisting of seven to nine members that shall be empowered by the School Board to make policy and budgetary recommendations to District Administration and the School Board that define the Mat-Su Central School philosophy, mission, vision, policies, administrative regulations, practices, and procedures in accordance with State law and regulation. The Committee shall consist of parents of students enrolled in the program, school staff, one appointed School Board member, one non-voting MCS Student Government student, and one Superintendent designee from the District Office. The majority of the Council shall be made up of parents of students enrolled in the program. The Academic Advisory Council will meet at least once monthly" (Central, 2015).

In addition to combining expertise from parents, the oversight of a School Board member, assistance from school staff, and superintendent presence, Mat-Su Central also relies heavily on student input.

Raven Correspondence has an established PAC that meets monthly locally, and program-wide quarterly. Raven's Parent Advisory Council, along with the Regional School Board, is responsible for the following:

1. Provide input for local and program-wide activities and field trips
2. Review policies and procedures
3. Review local office Parent Designed Courses
4. Support program initiatives and events

5. Support Accreditation process.” (School, 2015)

“CyberLynx parents and teachers serve on the (PAC).

The PAC has meetings in the site offices as needed to:

Solicit parent comments and concerns

Provide direct input on policy development and implementation

To advise the principal about texts and learning materials, to be recommended for approval by the District School Board.” (Program, 2015)

## TECHNOLOGY AND CONNECTIVITY

Technology options for students vary from program to program. BEST offers an opportunity for students to purchase technology equipment and receive a reimbursement from BEST for ½ of the purchase price, up to \$499 from their allotment. Any technology purchases \$250 or less are reimbursed 100%. After technology has been purchased, it is owned outright by the student.

BEST allows 100% reimbursement of high speed internet. Reimbursements come out of student allotment.

According to IDEA’s technology policy, they offer an opportunity for students to lease a computer with no out of pocket expense, a printer for a \$25 allotment deduction, or reimbursement of up to \$500 out of allotment for a tablet. IDEA also provides \$100 towards accessories and \$100 for tablet warranties. Internet reimbursement is provided, although the capped amount is not disclosed.

Raven Correspondence has a couple options listed in their student handbook for procuring a computer. Students can participate in one of the following; computer reimbursement program, computer purchase program, or High School 1:1 program.

The reimbursement program requires students to purchase the computer (\$500+) up front, then receive reimbursements of \$38/month. This is not deducted from the student allotment account. Payments are dependent on work samples and enrollment status. The computer purchase program pays for the computer out of student allotment, but is a 3 year commitment at \$450/year. Students enrolled full-time can participate in the 1:1 program, where a Chromebook is utilized. Funding is deducted from student accounts, although cost isn’t specified (School, 2015).

Kenai Connections provides a couple options for student computer acquisition.

“Check-Out Option: Students are provided a Windows computer, and require a \$25/yearly deduction from allotment to cover insurance. Students are required to return computers in the condition they were received.

Rent-to-Own (RTO) Option: Rent to Own (RTO) Laptop: This option allows each Connections student in the family to have their own laptop. This option requires four years of consecutive enrollment with Connections. When selecting this option, one-fourth of the cost of the laptop will be deducted from the student's allotment each year for four complete years. Ownership of the laptop is then transferred to the student. **Early RTO buyouts are not allowed.**

Tablets: Tablets may be purchased via Connections, although insurance is not required and the tablets must be returned to Connections as they are KPBSD property.

Connections Internet Reimbursement: Connections will reimburse parents up to \$125/monthly for internet service. This is deducted from the student's allotment.” (Connections, 2015)

Cyberlynx offers a variety of opportunities that include iPad purchase, Computer Leasing, and Computer Procurement options.

CyberLynx's technology requisition policy is included below:

“1) Reimbursement of \$199.99 taken out of student account. At the end of the year families will have no obligation of a payoff amount or need to return the IPAD to CyberLynx.

2) Can be submitted as a Computer Lease, see below Computer Procurement Programs.

3) Up to \$500 taken out of student allotment which will have a three years depreciation value. If student withdraws prior to the third year, families will be obligated to return the IPAD to the district or reimburse CyberLynx the difference of the depreciation value: Student does not re-enroll for a second year and wishes to keep the IPAD, 35% of the reimbursed amount will need to be returned to CyberLynx. Student does not re-enroll for a third year and wishes to keep the IPAD, 15% of the reimbursed amount will need to be returned to CyberLynx.

To participate in a computer program, at least one child in the family must be a fulltime CyberLynx student. Computer Procurement Programs: Families can acquire multiple computers through our computer programs, if the family full-time student count is three or more; One computer per two full time students (2 students = 1 computer, 3-4 students = 2 computers, 5-6 students = 3 computers). A family may re-qualify for a computer program after three years (as long as at least one child in the family continues to be a full-time CyberLynx student). Computer Leasing program, a “year” will start on the purchase date on the computer receipt. Computer Assignment

program, a “year” is fiscal school year. Assigned computers will not be available until October 15<sup>th</sup>. Computer reimbursement payments will not be available until Nov 15<sup>th</sup>.

### 1. Computer Leasing Program

To participate in the CyberLynx Computer Leasing Program, a family first purchases a new computer during the school year. The signed lease form and original receipt for the computer purchase must be sent to the Nenana CyberLynx Office. CyberLynx then leases the computer from the family for \$38 per month; Payments are made starting November 15<sup>th</sup> and will continue for up to three years (36 months) or until the purchase price of the computer has been reached. If the purchase price is reached before the 3 years is reached, families will have to wait until the 3 years deadline is reached to purchase an another computer. Lease payments terminate on the date November 15.

### 2. Computer Assignment Agreement

With a \$200 (out of pocket) security deposit families can receive a new laptop computer. Checks will be deposited into the school’s account upon receipt. A computer will not be issued to a family until their deposit check has cleared the bank. Computers will not be available until October 15<sup>th</sup>. The Nenana office must receive the deposit (money order or check only) with a signed Computer Assignment Agreement before the computers will be ordered or delivered. Beginning with the current school year, and continuing with the following two school years, a withdrawal will be taken from the student allotment to pay for the computer. For a Dell laptop, the annual withdrawal will be \$375. At the end of a three-year period students/families may purchase the computer by forfeiting their deposit.” (Program, 2015)

Additionally, CyberLynx families may submit receipts for internet service for reimbursement of up to \$50/monthly. This does not come out of student allotments.

Mat-Su Central has a 3-year option for technology purchases available.

“3-Year Plan options are: MacBook Pro and MacBook Air laptops

- MCS re-enrolling families and new families from other homeschool programs are eligible.
- Eligible parents/students would have option of 3-year program plan or current 1-year plan
- Allotment deduction to be divided in thirds of initial price; any remainder added to first deduction.

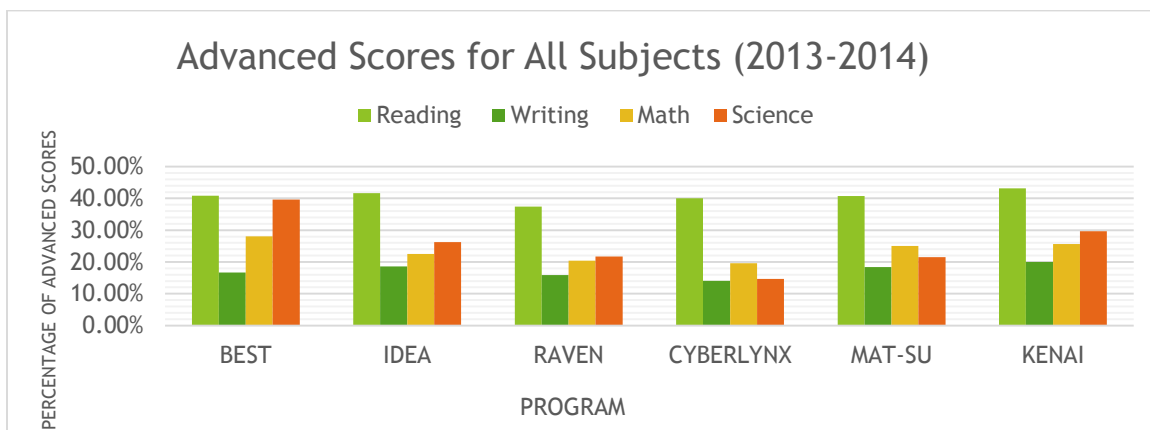
- Returned computers are re-circulated into the 3-year computer program. Computers may be transferred to another sibling or family without disrupting allotment deduction schedule.
  - If family and student withdraws or returns computer, balance of 3-year deductions may be deducted from allotment immediately.
  - In this plan, AR 3270.2 does not apply until after 3rd year for purchasing computers.
- 3-Year Plan available to students in Grades K-10. 11th and 12th grade students must receive prior approval from MCS administrator.
  - All other agreements stated in current MCS Family Handbook apply (Central, 2015)

Home internet access will be reimbursed up to a monthly maximum of \$70.00 for one to two enrolled student(s) and \$80.00 for a family with three or more enrolled students. Mobile internet access may be reimbursed when home internet access is not available. Families may appeal guideline exception(s) and troubleshoot home internet network thru MCS Technologist. MCS can provide 3G and 4G mobile devices as approved by Advisors and other program requirements.” (Central, 2015)

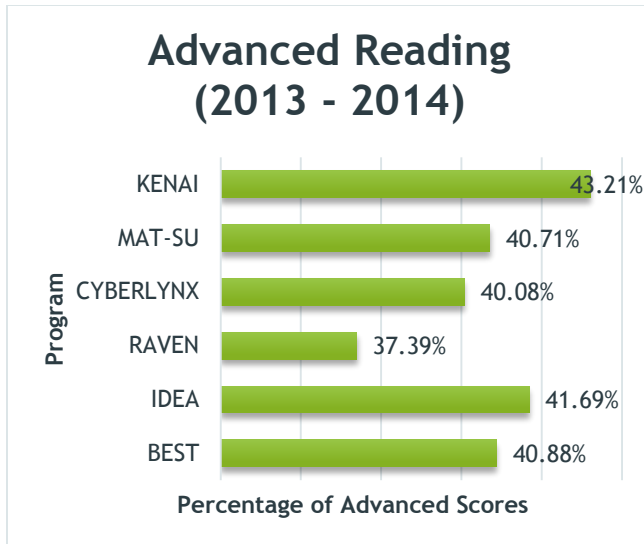
## ACADEMIC PERFORMANCE (2013/2014)

### ADVANCED SCORES - READING, WRITING, MATH, SCIENCE

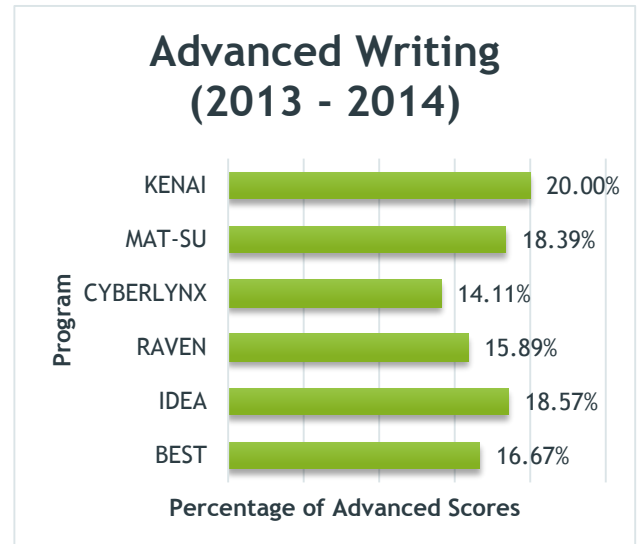
The following graphs represent advanced academic achievement by program for all grade levels. Scores were collected via Alaska standardized testing for the 2013/2014 school year. Kenai students scored 43.21%, the highest in the advanced reading category. Their students also scored the highest in advanced writing. BEST students scored the highest overall in advanced math (28.06%) and advanced science (39.68%). (Development, 2015)



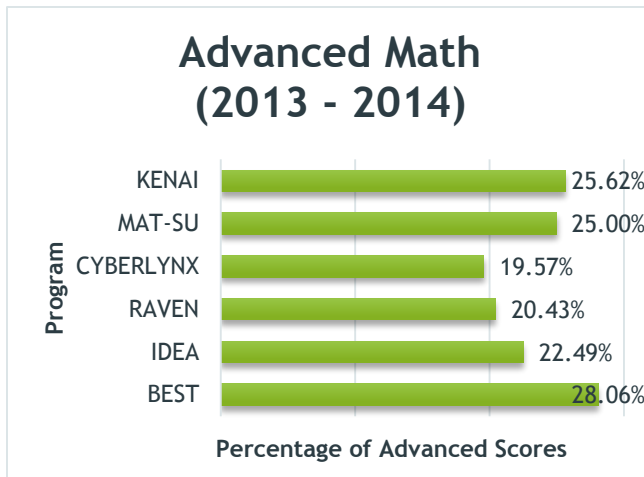
[Fig. 6]



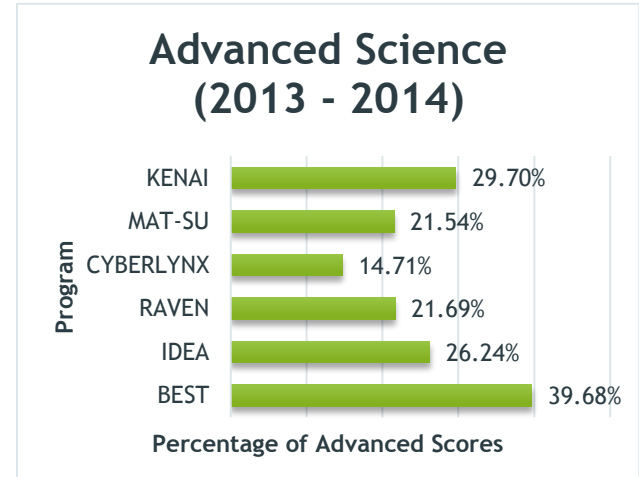
[Fig. 7]



[Fig. 8]



[Fig. 9]



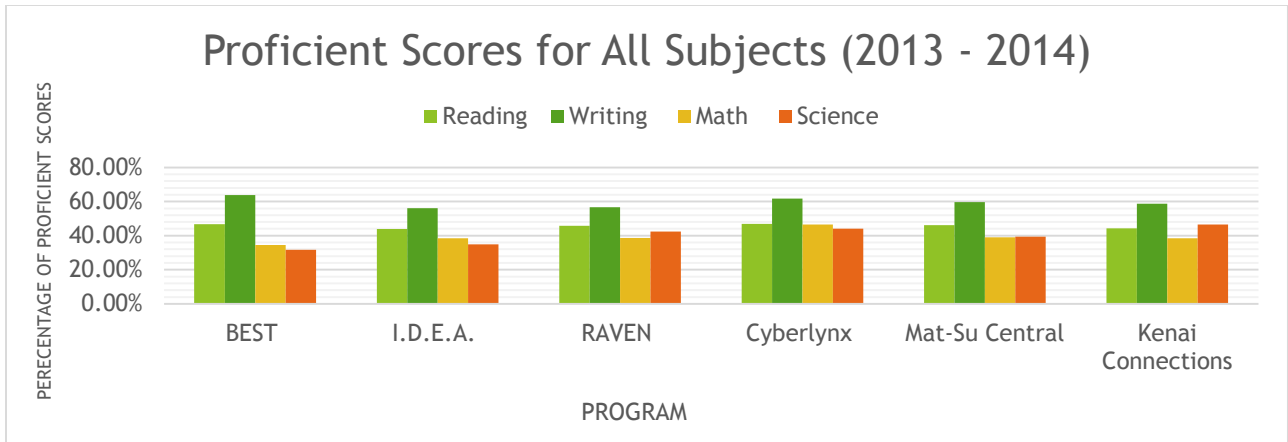
[Fig. 10]

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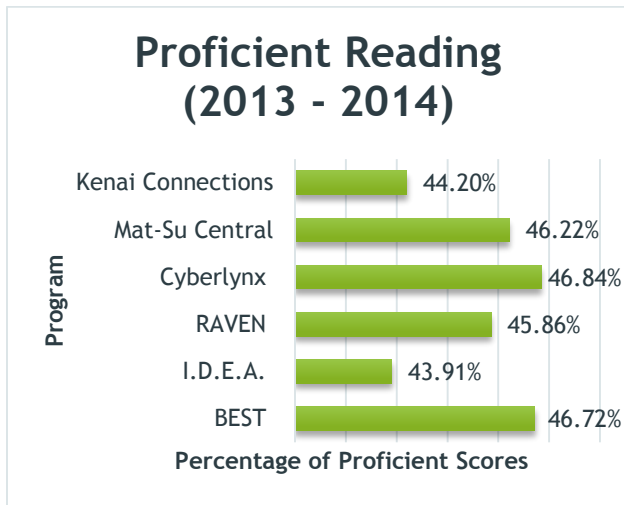
#### PROFICIENT SCORES - READING, WRITING, MATH, SCIENCE

For the 2013/2014 school year, CyberLynx students achieved the highest proficiency standing in reading (46.84%). BEST students demonstrated the highest proficiency in writing (63.77%). CyberLynx students scored the highest proficiency in math (46.52%). Kenai Connections students achieved the highest rate of proficiency in science (46.53%) (Development, 2015).

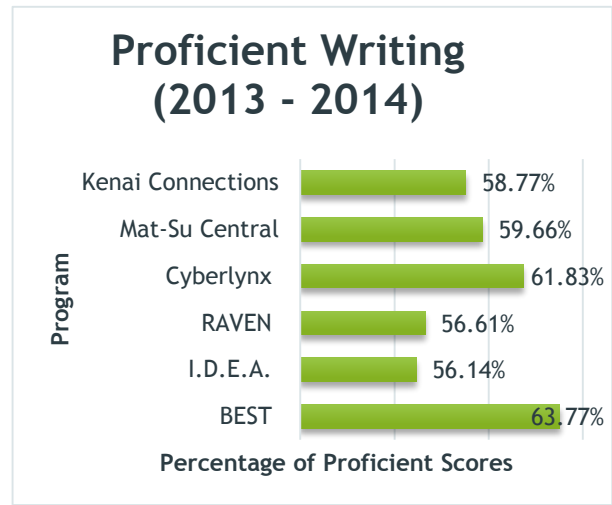




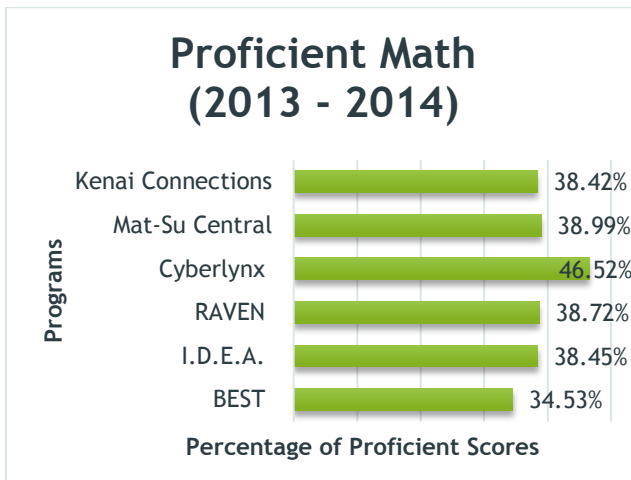
[Fig. 11]



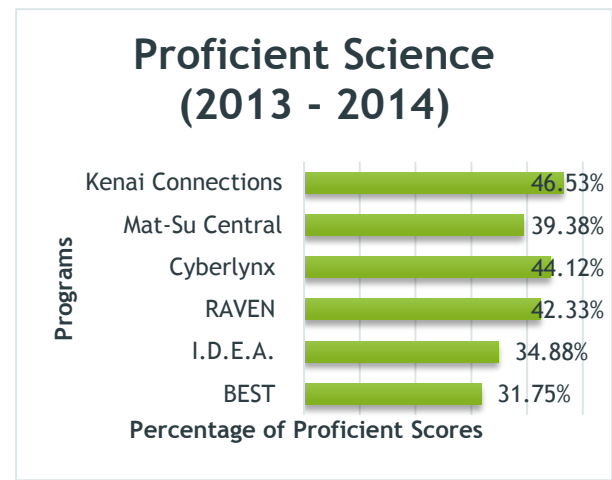
[Fig. 12]



[Fig. 13]



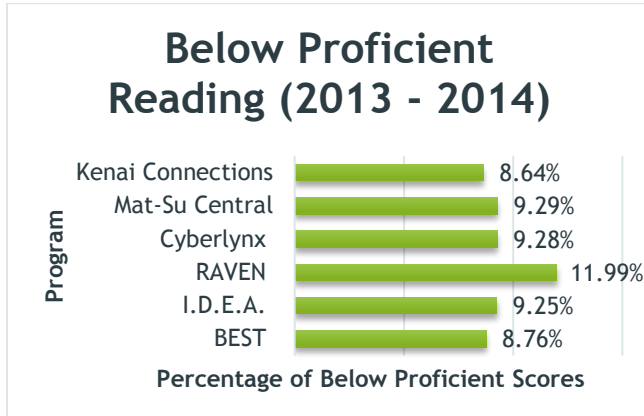
[Fig. 14]



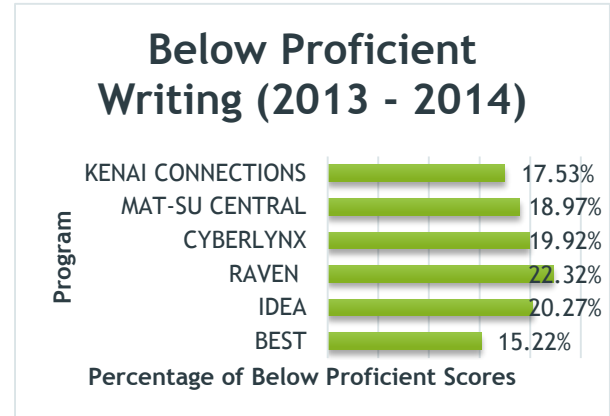
[Fig. 15]

**BELOW PROFICIENT SCORES - READING, WRITING, MATH, SCIENCE**

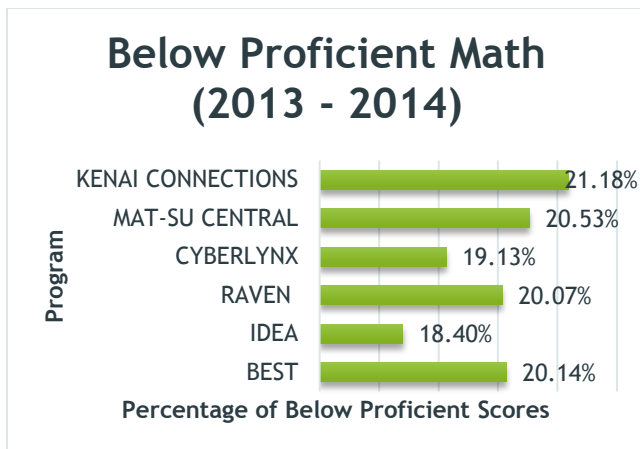
The following graphs illustrate below proficient scores scoring of students by program for the 2013/14 school year. Raven had the highest amount of students scoring below proficient in both reading (11.99%) and writing (22.32%). Kenai Connections had the highest rate of students who score below proficient in math (21.18%), and CyberLynx students had the highest rate of below proficient scores in science (32.35%). (Development, 2015)



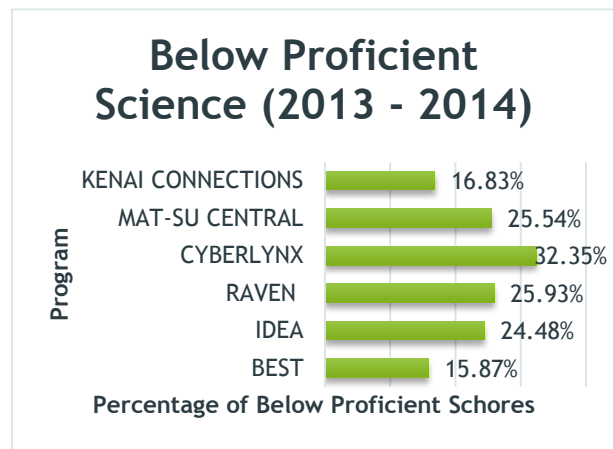
[Fig. 16]



[Fig. 17]



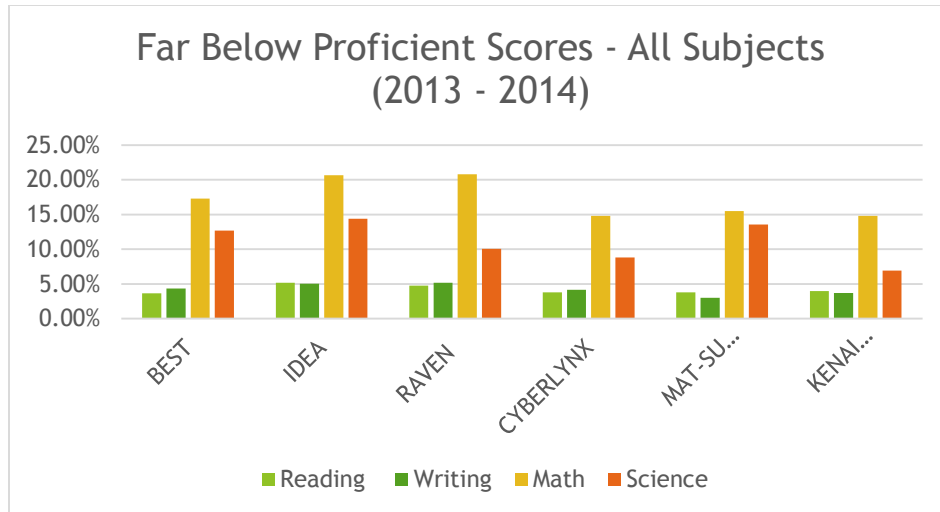
[Fig. 18]



[Fig. 19]

**FAR BELOW PROFICIENT SCORES - READING, WRITING, MATH, SCIENCE**

IDEA students scored the highest percentage of far below proficient in reading (5.15%). Raven scored the highest in far below proficient in writing (5.18%), and also in math (20.78%). IDEA students scored the highest percentage of far below proficient (14.40%) in science (Development, 2015).

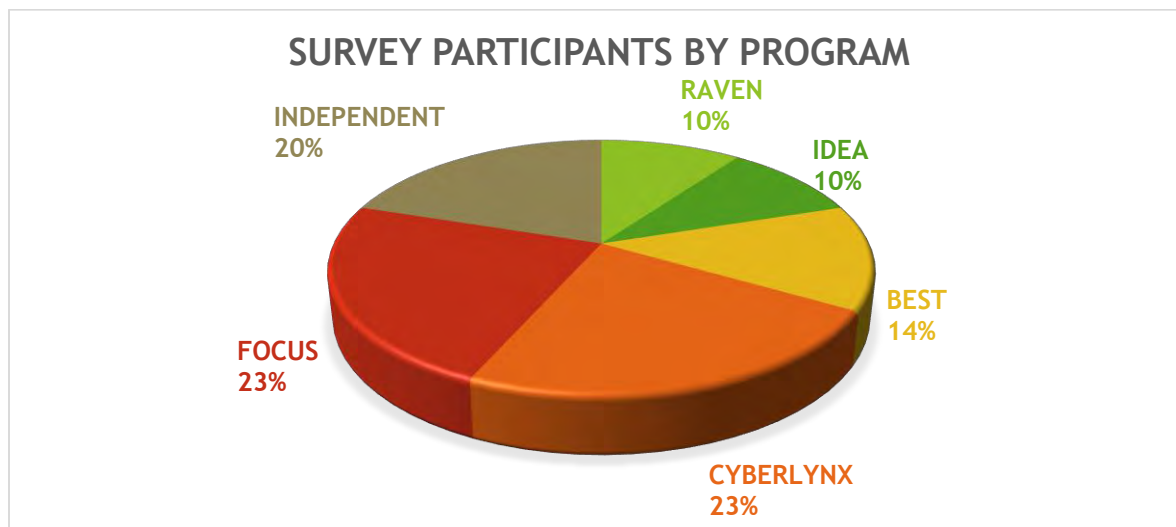


[Fig. 20]

**PARENT SURVEY**

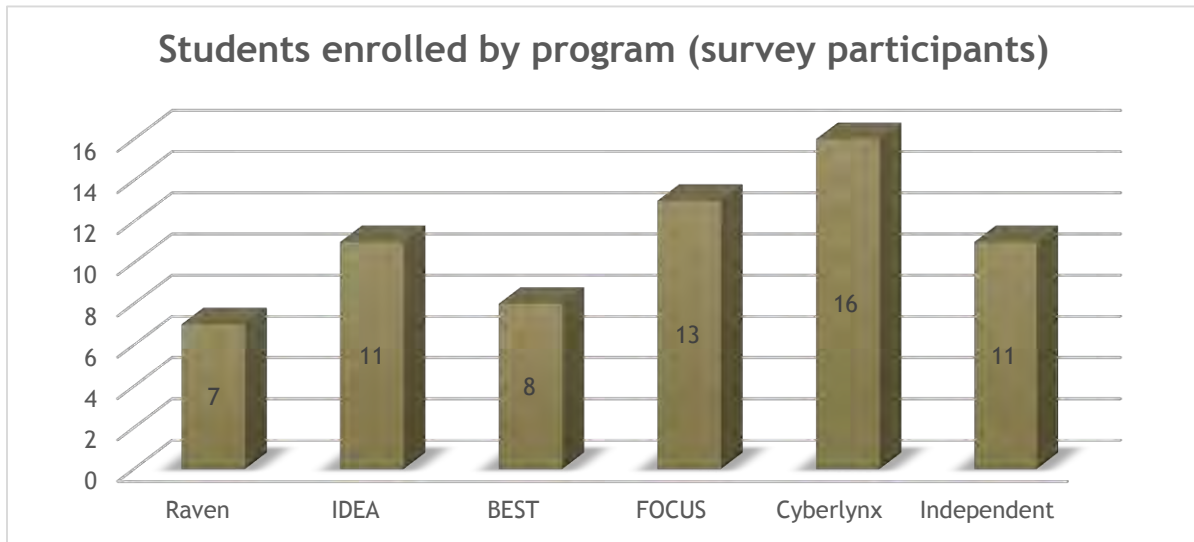
**PARTICIPANT OVERVIEW**

Parents of homeschooling students who live in the Fairbanks North Star Borough School District were invited to participate in an online survey. Twenty-nine families participated in the survey, yielding data for sixty-six students, with the exception of one family opting not to disclose the number of students currently homeschooling. Below is the demographic of participants by program. The “INDEPENDENT” label represents survey participants who are not affiliated with any program whatsoever.



[Fig. 21]

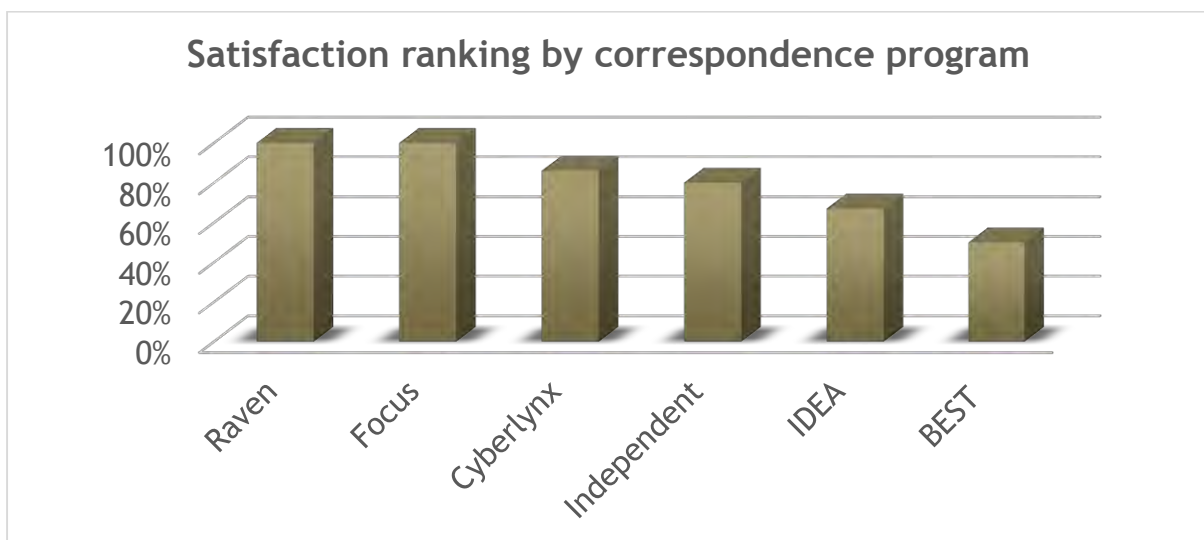
The following graph demonstrates the demographic breakdown of surveyed students by program.



[Fig. 22]

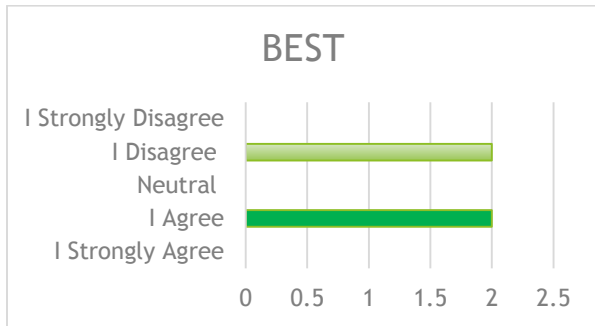
#### PARENT SATISFACTION

Homeschooling parents were asked to answer YES/NO on the following question: “I am satisfied with our current homeschool program.” Of the 29 families participating in the survey, 1 family skipped this question. The results concluded that within the survey sample, 100% of parents are satisfied with both the Raven and FOCUS programs, while 86% of parents are satisfied with CyberLynx, 80% of independent homeschoolers are satisfied without a program, 67% of parents are satisfied with IDEA, and 50% of parents are satisfied with BEST.

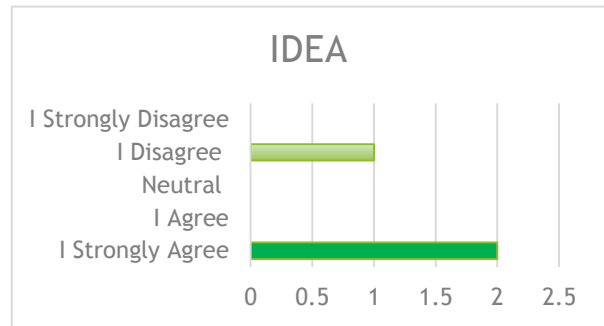


[Fig. 23]

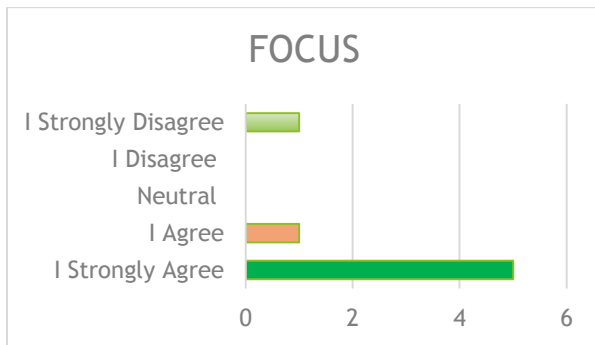
The survey then asked parents to provide answers to the following question: I feel our program respects and empowers parents to best educate our student(s). Twenty-seven families answered this question, while two families skipped. 67% of IDEA families felt the program respects parents, 50% of BEST families felt respected, 86% of FOCUS families felt respected, 71% of CyberLynx families felt respected with the remainder of respondents being neutral, and 100% of families from Raven felt the program respected them. Figures 24 - 27 illustrate feedback for IDEA, BEST, FOCUS, CyberLynx and Raven.



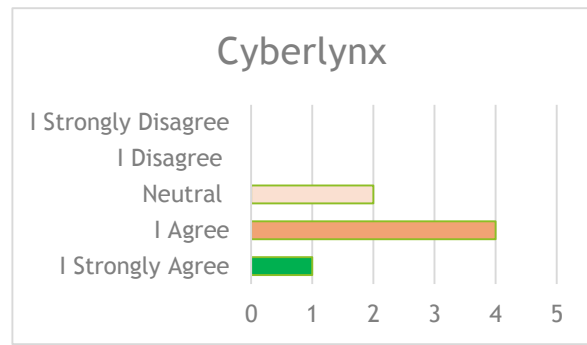
[Fig. 24]



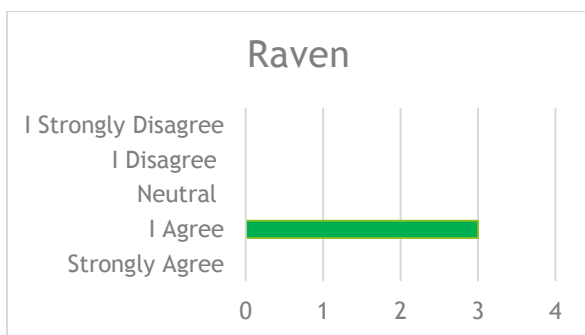
[Fig. 25]



[Fig. 26]



[Fig. 27]

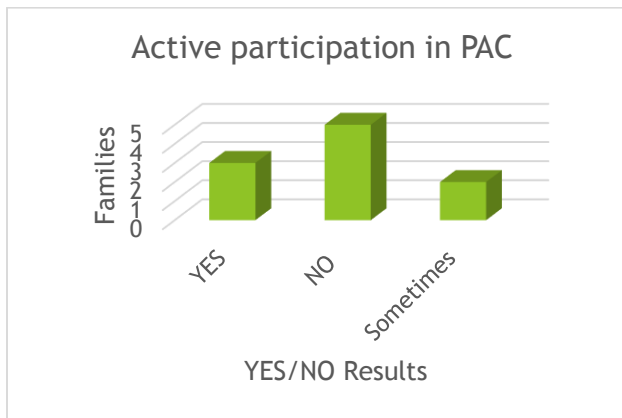


[Fig. 28]

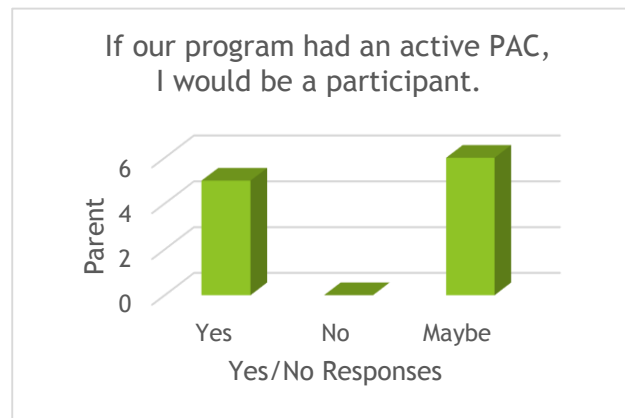
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## PARENT ADVISORY COMMITTEES

Following questions on if parents felt their program supports and empowers them as educators of their children, they were asked about Parent Advisory Committees (PAC) groups. They were initially asked if their current program has a PAC in place. If they answered yes, they were asked to provide a yes/no response to the question “Do you actively participate in your program’s PAC?” The results show that 30% of parents participate, while 50% do not and 20% sometimes engage.



[Fig. 29]



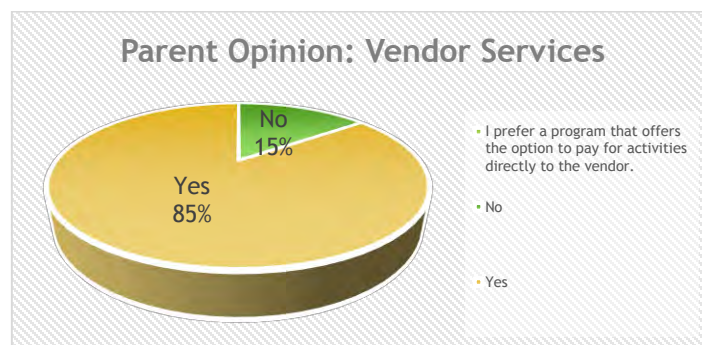
[Fig. 30]

Of the participants who are not enrolled in a program with a PAC in place, 45% of parents responded they would actively participate if the opportunity was offered, and 55% responded that they might participate.

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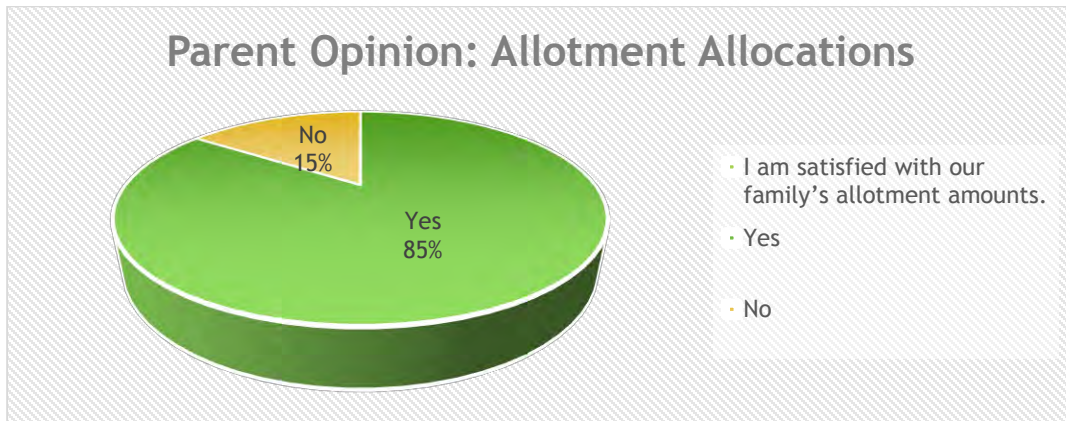
## ALLOTMENTS AND VENDOR SERVICES

With respect to vendor services, participants were asked to provide a yes/no answer to the question, “I prefer a program that offers the option to pay for activities directly to the vendor”. 85% of parents preferred a program that will pay directly for extra-curricular services, while 15% did not.



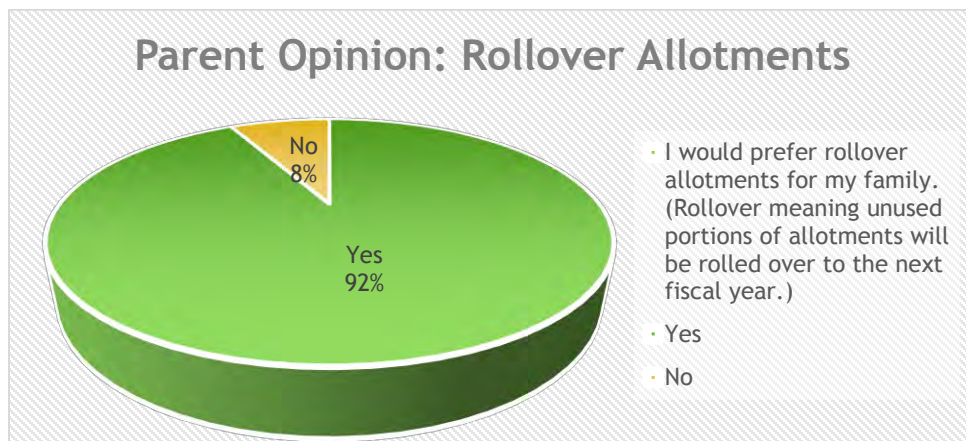
[Fig. 31]

In addition to vendor services, parents were asked to indicate if they are satisfied with student allotment amounts. The *average* allotment amount amongst programs of interest is \$1892.60/student. Surprisingly, only 15% of parents participating in the survey were not satisfied with allotment amounts. 85% of parents were, indicating minor changes in allotment amounts are not a driving factor for program satisfaction.



[Fig. 32]

Based on parent responses, IDEA, BEST, Raven, and FOCUS offer a pooled family allotment, while Cyberlynx does not. 92% of parents expressed that they prefer rollover allotments, while 8% do not.



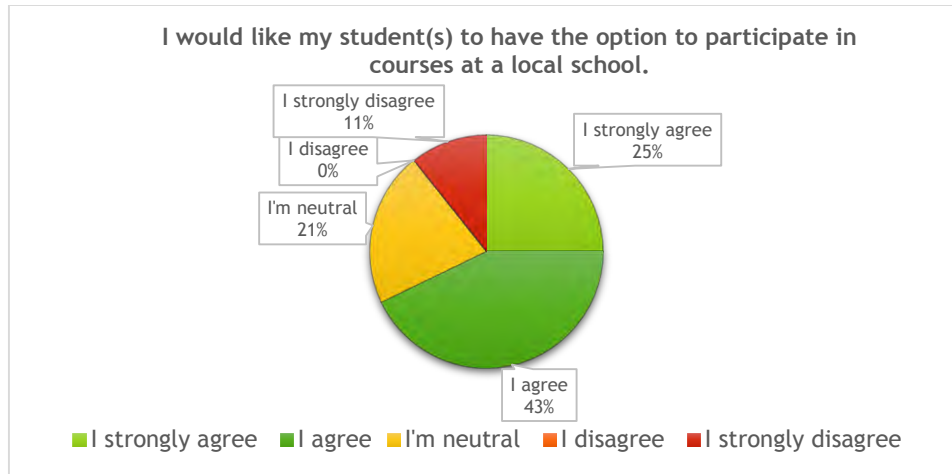
[Fig. 33]

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### Extra-Curricular Opportunities

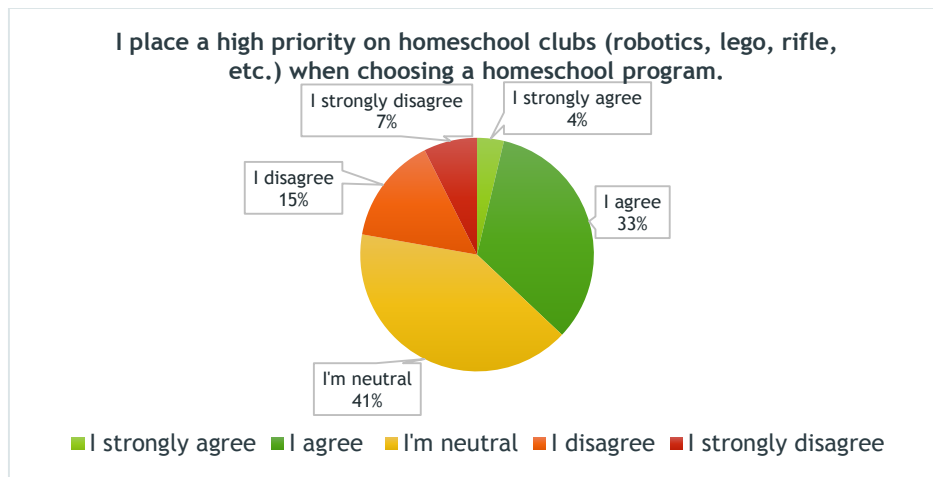
Parents were asked to provide opinions on student participation in local school classes, homeschool clubs and free educational workshops. The majority of students' parents expressed that the ability to participate in a local school course is an important factor when deciding on a homeschool program. 25% of parents strongly

agreed with the survey question, 43% agreed, 21% were neutral and only 11% strongly disagreed.



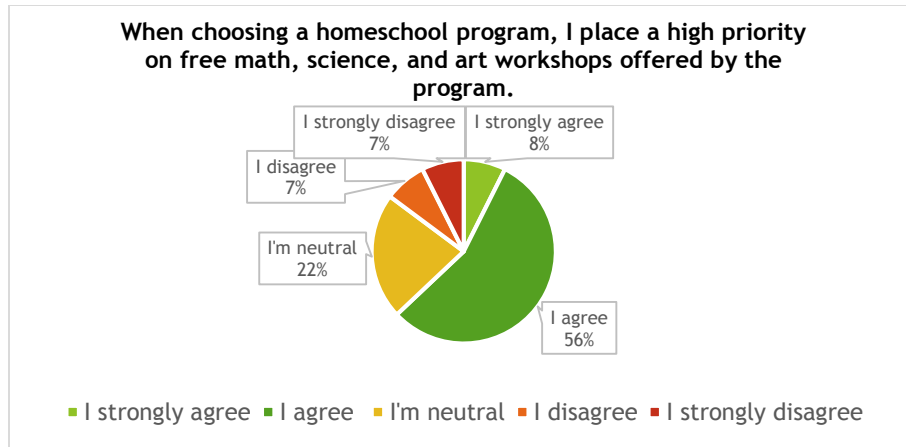
[Fig. 34]

Parents were then asked to answer the following question: I place a high priority on homeschool clubs (robotics, Lego, rifle...) when choosing a homeschool program. Only 4% strongly agreed, while 33% agreed and the majority (41%) of parents remained neutral. 15% of parents disagreed, and 7% strongly disagreed. From this data we can conclude that while homeschooling clubs are important to 1/3 of this population, 2/3 of the population do not consider clubs a driving factor in program selection.



[Fig. 35]





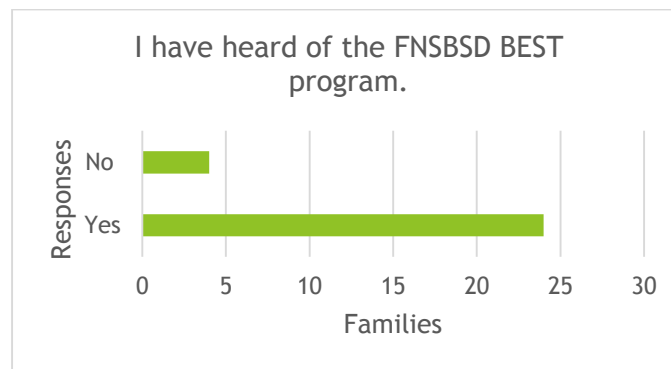
[Fig. 36]

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### BEST STUDENT RESPONSES

100% of families who participated in the survey and currently have students enrolled in BEST answered that they are planning to re-enroll in BEST for the 2015/16 school year.

All participants were asked if they have heard of the BEST program. 14% of parents had not heard of BEST, while 86% have.



[Fig. 37]

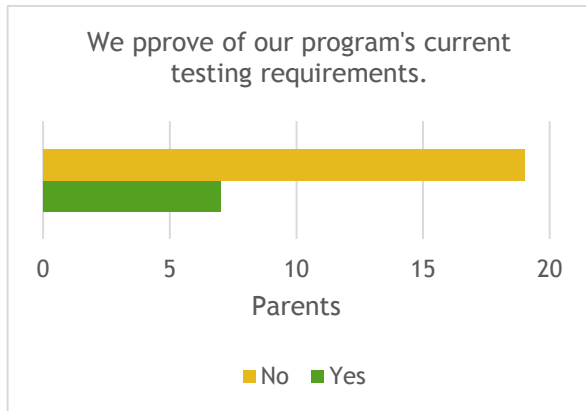
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### AMP TESTING

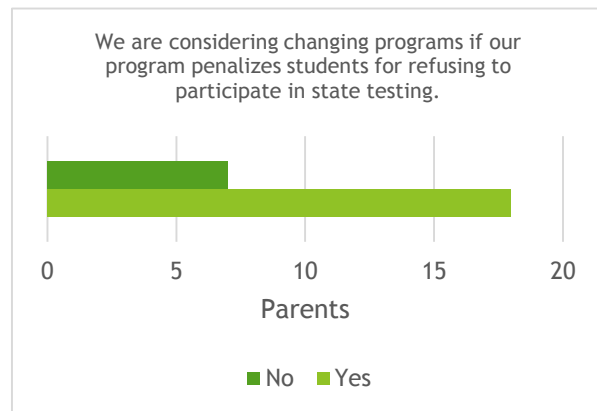
The final series of questions pertained to the new AMP Testing standards. The first question asked to give a yes/no response to the following: We approve of our program's current testing requirements. 73% of parents do not approve of current state testing, while 27% do.

Parents were also asked to respond with yes/no answers to the following question: We are considering changing programs if our program penalizes students for refusing to

participate in state testing. 72% of parents agreed, while 28% will not change programs due to testing policies.



[Fig. 38]



[Fig. 39]

### ENRICHMENT OPPORTUNITIES

Enrichment opportunities vary by program. Fairbanks BEST has provided field trips to the following businesses/local attractions; NC Machinery, the Fairbanks Daily News Miner, the Morris Thompson Cultural Center, and the Alaska Ice Park. BEST also has offered Science Fridays and “Reading with Rover”. Additionally, students enrolled in BEST have the option to take up to two classes at a local school.

IDEA offers “Enrichment Days” which consist of hands on activities conducted by staff during an entire day event. They also encourage workshop participation (paid for out of allotments). Additionally, their students often compete in local Spelling Bees.

Mat-Su Central provides a myriad of activity opportunities for students, both in-house and field trips. They also provide bus transportation to/from venue events. Some examples of their activities include Free Family Skate Day, Rock-On Climbing Field Trip, Beauty and the Beast Field Trip, Coastal Studies Trip to Homer, Fall Carnival, Brick by Brick (Lego Exhibit), Family Movie Night!, Stop Cyberbullying/ Internet Safety Workshop, Visit the Anchorage Zoo, and many, many others. Mat-Su Central also has “On-Site” music and art classes offered by teachers in the main building. Students have the opportunity to check out instruments from the Music Instructor, or purchase instruments via allotment deductions. Instruments that are not purchased are placed into MSC’s inventory circulation.

MSC does not have its own sports program, however. Students who are enrolled in the Mat-Su Borough School District have the right to participate in sports with a local school of their choice. (Central, 2015)

Kenai Connections offers Ice Cream Socials, talent shows, work skills workshops, community awareness classes and trips to Barren Island.

“Connections offers access to the District Media Center/Connections Resource Center, which includes a wonderful collection of teaching kits, videos, books and professional materials. The catalog of materials is available via the Internet.

Classes are available to Connections students through the local school of their attendance area. Full time Connections students may take up to two classes per semester, or (a maximum of 1 credit per semester).” (Connections, 2015)

Furthermore, Connections has pursued expansion for student opportunities in their strategic planning for FY13-17.

“3.4.3.1 Provide opportunities to expand student's knowledge of community events thru advisor led meetings and planned activities (Advisors) Comments on Status: Caring for the Kenai meeting; Hay maze, solid rock snow tubing, college fair; financial aid night, early literacy awareness, outdoor education community activities, construction fair.

3.4.3.2 Establish school to work (career-ready) learning opportunities for at risk students. Comments on Status: Work force development academies; plumbing, welding, construction, drafting, Construction career fair, Ace academy, Steam ahead, Challenger Learning Center academies, intro to career pathways class, employability skills class. Secondary Advisors have given PCLP folders to reenrolling students and discussed student progress toward APS qualifications.” (Connections, KPBSD Connections Homeschool Program, 2015)

## MARKETING CONTENT, ADVERTISEMENT & COST

### CONTENT

Most state programs in assessed in this report have a mission/vision statement in place. Within each program’s handbook, the following verbiage is capitalized on:

1. Support for parent empowerment and respect for families’ curricular choices, or;

2. How the program provides unique technology opportunities coupled with flexibility, or;
3. Cultural and educational bridging.

Large programs, such as IDEA, Raven, and Mat-Su, capitalize on this strategy which undoubtedly contributes to their popularity. IDEA uses the following verbiage in their messages to parents:

“We were the first in the state to offer a program like this, *treating the parents with respect* and allowing a great deal of flexibility in materials and teaching methods.” (IDEA, 2015)

“At IDEA *we believe that you know your child best*. We are here to help you with the educational end of things, *but you know what makes your child tick better than we ever will!* We partner with you as you make the educational decisions that are best for your child.” (IDEA, 2015)

Raven focuses on providing a combination of culture and education in their support team.

“The mission of Raven Correspondence School, in conjunction with the Yukon-Koyukuk School District, is to provide support to parents so that they can prepare their children to become life-long learners, problem-solvers, and contributing members of their family, community, and society by providing meaningful experiences that create understanding of their cultural heritage and the technological world.” (School, 2015)

Mat-Su Central capitalizes on crediting parents, as well as Mat-Su Central’s unique technology opportunities for students:

“Even as Mat-Su Central School has grown and changed to suit the needs of our students, we continue to maintain personal contact with students and home teachers as the “heart and soul” of our delivery system.” (Central, 2015)

Historically, BEST has concentrated marketing efforts primarily on class opportunities in local schools.

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#### ADVERTISEMENT

Each program packages and markets their unique “branded” message - IDEA focuses on respect and empowerment, Raven concentrates on cultural education, and Mat-Su Central focuses on innovative technology workshops and career readiness. Programs advertise their brand via numerous avenues; primarily paper ads, online ads, social media, television commercials, radio ads, representation at local events, and most importantly, word of mouth.

Kenai Connections included Public Communications in their strategic plan for FY13-17.

“Public Relationships: Educate stakeholders through consistent ongoing communication while promoting district programs and performance. Comments on Status: Media: 3 local radio stations; seven plus newspapers with school stories on a regular basis. 6/19/13: District-level status based on average progress of supporting objectives.” (Connections, Kenai Connections, 2015)

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**COSTS**

Print and online display advertisements were sent out late September of 2014 for BEST marketing. Four print ads were run in both the Alaska Post (Wainwright) and Fairbanks Daily News Miner, one online ad and one Flyer board ad. The total invoice amount for September ads was \$1054.66.

The following “Back to School” ad rates are quoted from the Fairbanks Daily News Miner for 2015 advertisement.

Size	Dimensions	Rate	Full color	Spot color	ROS Impressions Banner or Rectangle
<b>1/8 page</b>	4.92” x 2.5”	\$225.00	\$95.00	\$75.00	10,000
<b>1/4 page</b>	4.92” x 5”	\$375.00	\$145.00	\$100.00	10,000
<b>1/2 page</b>	10” x 5”	\$595.00	\$225.00	\$125.00	10,000
<b>full page</b>	10” x 10”	\$1,050.00	\$395.00	\$175.00	10,000

[Fig. 40]

The deadline to submit an ad is July 13<sup>th</sup>. The ads will be published on August 1<sup>st</sup> in the Fairbanks Daily News Miner and July 31<sup>st</sup> in the Alaska Post.

For print and television advertising, Neumuth Advertising can provide graphic design, media production and ad placement services. Below are general quotes for their services.

Graphics - \$70/hour

Average TV Ad (writing, shooting & editing) - \$700

Average Radio Ad (writing script & producing) - \$140

Placement:

Suggested minimum monthly TV budget: \$1500 or more

Suggested minimum monthly Radio budget: \$750 or more

## RECOMMENDATIONS

### ADVERTISING

The recommendation includes revision of the budget to provide an advertising allowance. This needs to be the highest priority for strategic planning, since an advertising plan is currently nonexistent. Radio, production, television and newspaper print will add roughly \$8,000 to the yearly budget for strong a summer advertising push. This is necessary in order to secure students for the 2015/2016 school year and reverse the declining enrollment trend BEST faces.

Suggested advertising budget based on the Neumuth Company quote:

**\$840 - TV Ad Production & Radio Script**

**\$3000 - Suggested TV Ad Placement for 2 months**

**\$1500 - Suggested Radio Placement for 2 months**

**\$2000 - Back to School Paper Print Ads - 1 Month**

Use of social media, newspaper print in all local papers and online advertising, radio, a Tanana Valley State Fair booth (August), and television commercial ads will reach the greatest capacity of people possible. The time frame to initiate advertising is in the month of July, and content preparations in June.

### STATEWIDE EXPANSION

Based on the comparison research of the Fairbanks North Star Borough School District BEST program to alternative correspondence programs, it is recommended that BEST expand into a statewide program. This can be achieved by re-submitting the Correspondence Program Statement of Assurance Form, indicating the BEST program wishes to expand statewide. The aforementioned form may be found on the Alaska Statewide Correspondence School page on the Department of Education and Early Development. Should BEST expand statewide, further research would be required to determine whether to model after IDEA by expanding to more office locations, or model after Mat-Su Central and pursue a single building to support an online distance program.

### LOCATION EXPANSION

BEST is currently located in a suite on the second floor of the Fairbanks North Star Borough School District Building. The space feels small, outdated and non-inviting for families with more than a couple children. It's nearly impossible to accommodate a full workshop in BEST's current space, and the room certainly would not

accommodate workshops when there is a higher volume of enrollment. It is recommended to move locations to provide a more appealing space for parents who wish to explore BEST’s curriculum/book resources, meet with teachers, participate in activities or workshops, and utilize updated computer labs.

The cost-effective option is for BEST to move into the empty space on the second floor of Ryan Middle School. Naturally, ample space would be provided, a new technology center could be created and resources would be easily accessible for parents. Moreover, building operating costs would not be an issue, freeing up revenues that can be allocated in new technology for computer labs. It is important to remember that this option would likely deter traditional homeschool families from enrolling in BEST due to the “Brick and Mortar” school setting.

Another option is to relocate BEST into an entirely new area that segments the program from other entities of the FNSBSD. Of course, the trade-off is building cost. IDEA has an open layout plan with a large office space that facilitates a several offices, a library, resource space, and workshop area. A space similar to this would also need to have a generous parking area for parents. To accommodate expansion, a space would need to be roughly 2,400 square feet with an open floor plan. A quote was obtained for a Fairbanks rental of this capacity. Rent was estimated at \$1.60/square foot, inclusive of water, heat, sewer, maintenance and electric. The total additional monthly expense would add \$3,840 to the budget, assuming a 3-5 year lease.

## STAFFING

With a new leadership position in BEST for the 2015/2016 school year, the recommendation is to open a position for a family representative to provide feedback, recommendations, and staff support. Programs such as IDEA, FOCUS, RAVEN, MAT-SU Central, and CyberLynx *all* employee staff with previous homeschooling experience.

Contingent on increased student enrollment, it is also recommended to add a part time Activity Development Coordinator to the staff, and a part time Public Relations Specialist for BEST. There is a tremendous opportunity for BEST to establish a strong Advanced Technology and CTE (Career and Technical Education) partnership. To accomplish this, a strong team of specialists, current staff and future additions combined, will be needed to expand BEST.

## PARENT ADVISORY COMMITTEE DEVELOPMENT

BEST should develop a Parent Advisory Committee that models after Mat-Su Central; including staff members, parents and a school board member. The committee will be

responsible for developing BEST’s philosophy, mission, vision, policies, administrative regulations, practices, and procedures.

## PERFORMANCE EVALUATIONS

It is recommended to adopt bi-yearly parent evaluation forms, similar to that of Mat-Su Central. This provides an opportunity for parents to express praises, thoughts and concerns on their teacher’s performance. Mat-Su’s AAC is responsible for question development of these surveys. It is suggested that BEST’s future PAC group be involved in this process alongside staff members.

## ADDITIONAL INCENTIVES

As a program that is somewhat new to the homeschooling community, and certainly at the beginning stages of expansion, the recommendation is to model after Mat-Su Central by offering a buy-out opportunity for parents who are considering leaving their current program. Mat-Su Central offers up to \$500 *per student* to buy a family out from another program. This is intended for students who wish to keep resources they’ve acquired via another program without having to return the item(s). Mat-Su Central is the only program that has offered this “sign on” incentive. Should the BEST program adopt this incentive structure, date cutoffs need to be established to avoid revenue loss.

To incentivize *re-enrollment* of current BEST students, BEST should model after Raven Correspondence by offering entry into drawings for gift cards, laptops, and iPad minis after parents have submitted early re-enrollment forms. The following is the advertisement that can be found in Raven Correspondence School’s April newsletter.

**ENROLL NOW FOR THE 2015-2016 SCHOOL YEAR!**

**ENROLLMENT INCENTIVES**  
**RE-ENROLL EARLY FOR MORE CHANCES TO WIN!**

1. Complete the Online Enrollment Application at [www.ravenschool.com](http://www.ravenschool.com).
2. You will be entered in a drawing for the item listed below in the month you completed the Online Enrollment Application. There will be one monthly prize given away to each Raven office.
3. You will also be entered in a drawing for the remaining months' prizes!

**APRIL**  
ChromeBook

**MAY**  
iPad Mini

**JUNE**  
\$50 Gift Card

**JULY**  
\$50 Gift Card

**AUGUST**  
ChromeBook

**SEPTEMBER**  
iPad Mini

The advertisement features images of a ChromeBook, an iPad Mini, and two Barnes & Noble \$50 Gift Cards.

[Fig. 41]



An additional incentive that BEST should consider is Pre-K scholarships. It is recommended that BEST offers the average scholarship amount (\$250) to Pre-K students, with funds contingent on having an older sibling already enrolled in BEST. This will further solidify the relationship between BEST and the parents they serve.

An alternative option that would provide funding for Pre-K students, yet wouldn't cost the program anything, is to allow families to use a portion of funding from an enrolled sibling to support Pre-K materials. Mat-Su Central doesn't provide stipends like other programs, but they will allow up to \$500 of a family's allotment to be reimbursed for a younger student.

#### ACTIVITY EXPANSION

Finally, after extensive comparison of activities offered program - by - program, it is clear that BEST needs to expand activity opportunities to its students to be competitive with alternative programs. During the research period, a meeting was arranged with Daniel Domke to discuss BEST activity growth. Currently, students at CTE have access to Advanced Technology courses, to include; Welding, Computer Programming, Small Engines, Automotive Technician, Emergency Trauma, Firefighter 1, Intro to Residential Plumbing, Intro to Electrical Trades, and possibly application to an apprenticeship program. Additionally, pre-engineering, 3-D printing, and robotics could potentially be offered in a workshop format (Domke, 2015).

Exploring this possibility is recommended, as the capital (initial investment) is already available for use, whereas other Fairbanks based program offices do not have technology resources of this capacity.

Once BEST settles into a new location, the program should consider hosting spelling bees, family movie nights, and carnival festivals.

In conclusion, BEST should contact Birch Hill Recreation Center to discuss possibilities of a contract to provide student ski and snowboard lessons/ski hill admission, leveraging large groups of student participation as a bargaining piece for discounted rates. If possible, contracting for a direct payment system on behalf of students for lessons, gear rentals, and ski passes would be an excellent benefit.

SURVEY

**1. What homeschool program are your students currently enrolled in?**

**2. How many students do you have enrolled?**

**3. I am satisfied with our current homeschool program.**

- Yes
- No

**4. I feel our program respects and empowers parents to best educate our student(s).**

I strongly disagree. I disagree. I'm neutral. I agree. I strongly agree.

- I strongly disagree.
- I disagree.
- I'm neutral.
- I agree.
- I strongly agree.

**5. Our contact teacher is friendly and knowledgeable with respect to what curriculum fits our student(s) best.**

I strongly disagree. I disagree. I'm neutral. I agree. I strongly agree.

- I strongly disagree.
- I disagree.
- I'm neutral.
- I agree.
- I strongly agree.

**6. Our current program has Parent Advisory Committee(s) in place.**

- Yes
- No
- Other (please specify)

**7. \*If you answered YES to Q6, please answer the following. I regularly participate in our program's PAC.**

**8. \*If you answered NO to Q6, please answer the following. If our program had an active PAC, I would be a participant.**

**9. I am satisfied with our family's allotment amounts.**

- Yes
- No

**10. My family's current program offers family pooled allotments.**

- Yes
- No
- I'm not sure.

**11. I would prefer rollover allotments for my family. (Rollover meaning unused portions of allotments will be rolled over to the next fiscal year.)**

- Yes
- No

**12. I prefer a program that offers the option to pay for activities directly to the vendor.**

- Yes
- No

**13. I would like my student(s) to have the option to participate in courses at a local school, (e.g. Orchestra, art, gym...)**

I strongly disagree.    I disagree.    I'm neutral.    I agree.    I strongly agree.

- I strongly disagree.
- I disagree.
- I'm neutral.
- I agree.
- I strongly agree.

**14. I place a high priority on homeschool clubs (robotics club, lego club, rifle club, etc.) when choosing a homeschool program.**

I strongly disagree.    I disagree.    I'm neutral.    I agree.    I strongly agree.

- I strongly disagree.
- I disagree.
- I'm neutral.
- I agree.
- I strongly agree.

**15. When choosing a homeschool program, I place a high priority on free math, science, and art workshops offered by the program.**

I strongly disagree.    I disagree.    I'm neutral.    I agree.    I strongly agree.

- I strongly disagree.
- I disagree.
- I'm neutral.
- I agree.
- I strongly agree.

**16. If your family is currently enrolled in the FNSBSD BEST program, please answer the following.**

Response

I am satisfied with BEST's performance and program structure.

I am satisfied with BEST's current student resources and location. Response menu

I plan to re-enroll for the 2015-2016 school year. Response menu

**17. We approve of our program's current testing requirements.**

- Yes
- No

**18. Our program offers a "refusal" option for parents who do not wish for their student(s) to participate in state testing.**

- Yes
- No

**19. We are considering changing programs if our program penalizes students for refusing to participate in state testing.**

- Yes
- No

**20. I have heard of the FNSBSD BEST program.**

- Yes
- No

**21. What do you value most in a quality homeschool program?**

**22. What would you change about your current program?**

**23. What is your opinion of the FNSBSD BEST program? What would you change, if anything, about the program?**

**PARENT COMMENTS**

**What do you value most in a quality homeschool program?**

That I can teach my child and not to any test.
Preschoolers accepted even without a older enrolled sibling and very little red tape
Good customer service, extra-curricular classes, not tied to only four courses so we are able to get reimbursed for more.
Knowledgeable staff
We value the freedom to teach our children in a manner that suits them personally.
Freedom and authority to decide what direction I need to go for my children. I was independent for 6 or 7 years before I joined BEST, so that was not negotiable in signing up.
Helpful teachers, allotment
Flexibility for using the funds and meeting individuals needs of each student.
Flexibility, Help with curriculum choices and suggestions, Engaging activities, Good relationship with staff, Quick response time to questions,
Flexibility in allowing parents to choose a curriculum and private instructors that are right for their children and their preferences. I have seen first-hand how a curriculum has not met the needs of certain students. Being able to build a program and capitalize on the child's unique learning style is important. Additionally the option to chose a faith-based curriculum or secular program is valuable too.
Choice of Curriculum and freedom from state testing.
Kind, informed, educated head teachers who have the students interest as their top priority.
Having the freedom to choose curriculum and a contact teacher that works with our family's choices.
Social opportunities and classes
Independence and very little oversight. It bothers me to have my kids be considered public school students.
Allotment, availability box services
The option to choose what curricula we want.

Freedom to use any curriculum fits our family!
Family choice and support from the program in regard to those choices.
Respect to choose appropriate educational materials for my children to include religious materials.
I love that our program is very hands off and that Rainbow Resource is one of the vendors I can order from and FOCUS pays them directly. And that we have many local vendors that will bill FOCUS directly, like Wild Rose Summer Camps, Science-Based Art and The Folk School. FOCUS also has programs/classes for my kids to participate in free.
An ample knowledge and support available if needed but only if asked for. Recognizing parents rights, and Internet reimbursement outside of allotment and assistance with obtaining college credits while in high school.
Freedom and independence.
Freedom of curriculum

**What would you change about your current program?**

Affiliation with common core, testing and student info data mining.
N/a
Increase allotment a little
Nothing yet, I'm new.
We make our own program, so nothing.
I would like teachers to continue to learn more about the traditional model of homeschooling and methods of learning, they try, but it isn't their strength.
Na
Don't know.
Not allowing each student to have a computer or devices needed for school, response time and knowledge of resources available for special needs like speech therapy, kindness of staff and willingness to help
Better communication between the contact teachers, program directors, and the parents. There seems to be a disconnect. Information falls to the wayside and is not reaching parents in a timely fashion.
State Testing requirements and higher allotment
Nothing really comes to mind. We're very happy with IDEA
I love being independent but would consider using a program if more classes and social gatherings like skate times etc were offered.
The choice to have 100% religious curriculum if we chose.

Family allotment, parents can best decide where the funds will be spent.
More student activities. And possibly higher allotment (but these are not deal breakers for me.)
Better communication
This year we were allowed to 'refuse' the test but I'm not sure what will happen next year when we 'refuse'. I would like it to be an option to test and not be punished when we don't. I'm not against testing but the agenda behind it with the data mining and tracking. I'd like to be able to choose the test for my kids like the CAT 5 or 6 or the IOWA 1st or 2nd edition and turn that in for my kids.
I love everything except...Ability to participate in local clubs and extracurricular classes without fee
End government subsidized homeschooling.
State testing policy

**What is your opinion of the FNSBSD BEST program? What would you change, if anything, about the program?**

No opinion
N/a
I don't know very much about BEST but I've heard good things.
I am not familiar with it.
See above. Also, I am concerned about the future of testing, but I am waiting to see what happens higher up (legislature/DEED) before I make any decisions. I have appreciated the policies of curriculum ownership with BEST, and the availability of district opportunities with classes. The staff is fantastic, and their goal really seems to be to give kids the opportunity to excel, no matter why they are being homeschooled, and I can appreciate that.
I don't know much, but have heard that it is a good program AND it is easy for a student to participate in public school activities like music.
Not familiar with the program but am interested in finding out more
Increase allotment for high school students to cover expenses of college classes if they chose to take them. One American Sign Language Class cost me about \$1000 at UAF for my 11th grader to take. I had to pay out of my own pocket the difference. If BEST increased their high school allotments, I would consider placing my children in the program.

I would be willing to do the yearly testing as long as it's purely a proven test on academics and not a social experiment with data mining included. I would also be willing to submit 2x yearly progress reports, but not quarterly.

no that familiar with them

They need more knowledge of homeschooling practices and they need to get away from putting everything through the lens of traditional classroom instruction.

I haven't formed an opinion yet

End the program altogether. These families are tricked into thinking that they are homeschooling when their children are really public school students in a non-traditional environment. All you think about is enrollment numbers for more state monies. Programs such as this are, in part, what has caused our state's fiscal calamities, especially in education.

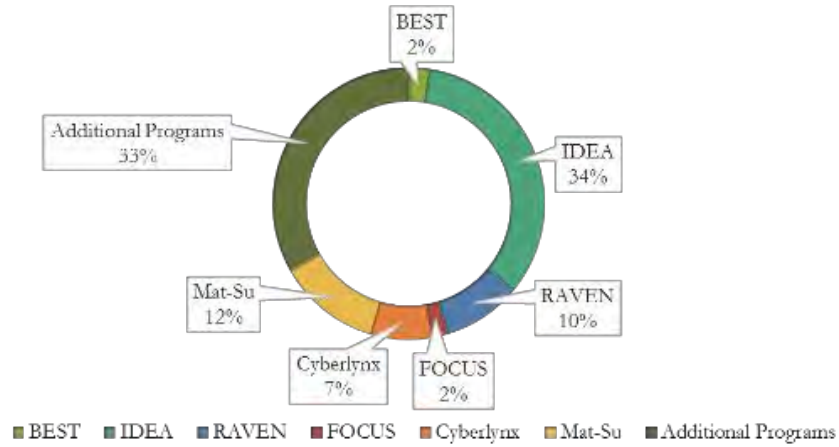


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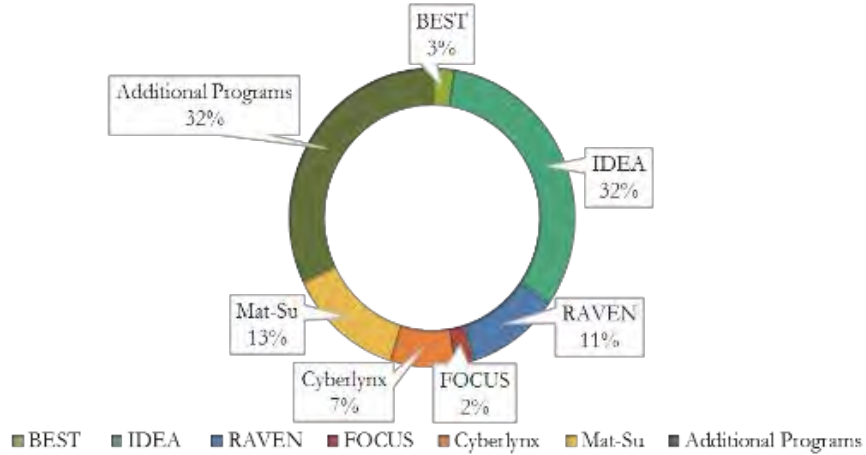
## BEST Supporting Graphs and Charts

### 2011-2012 Home School Student Enrollment in Alaska



[Fig. 1]

### 2012-2013 Home School Student Enrollment in Alaska

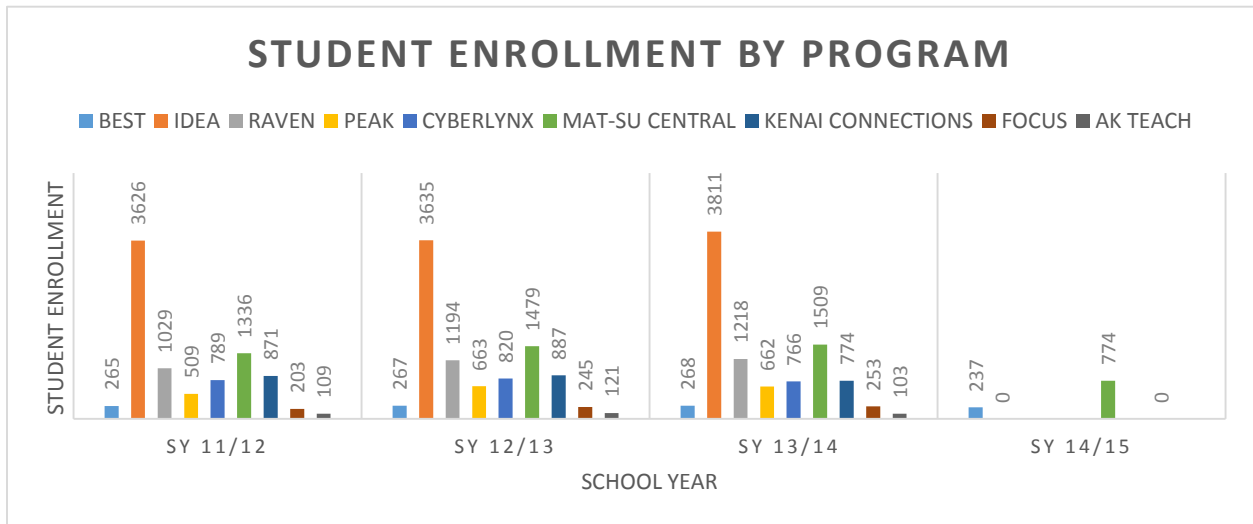


[Fig. 2]

## 2013-2014 Home School Student Enrollment in Alaska



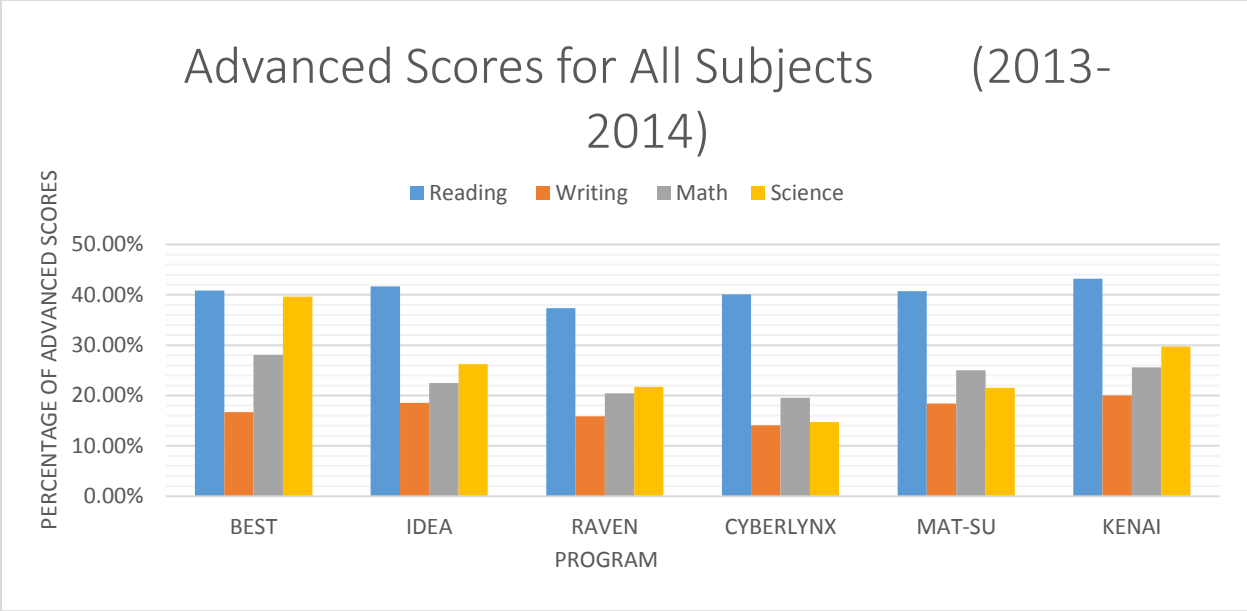
[Fig. 3]



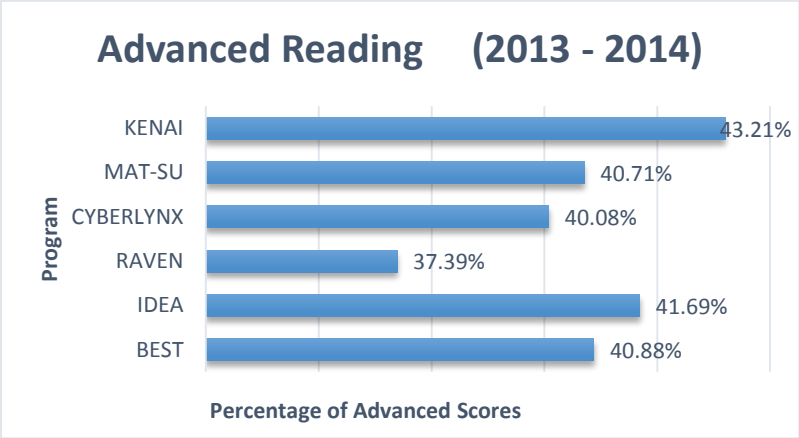
[Fig. 4]

Grade Level	BEST	I.D.E.A.	RAVEN	PEAK (Denali)	Cyberlynx	Mat-Su Central	Kenai Connections	AKTEACH (Kodiak)	Focus Homeschoo
Pre-K	Not Offered	\$200	\$250	Scholarships Available	\$455	Not Offered	Not Offered	Not Offered	Scholarships Available
K-2nd	\$2,000	\$1,800	\$2,000	\$2,000	\$2,000	\$2,200	\$1,900	\$1,800	1600
3rd	\$2,000	\$1,800	\$2,000	\$2,300	\$2,000	\$2,200	\$1,900	\$1,800	1600
4th-8th	\$2,200	\$2,000	\$2,000	\$2,300	\$2,300	\$2,200	\$2,100	\$2,000	1800
9th-12th	\$2,400	\$2,400	\$2,400	\$2,700	\$2,400	\$2,200	\$2,400	\$2,400	2000
11th with MCA Honors	N/A	N/A	N/A	N/A	N/A	\$2,500	N/A	N/A	N/A
12th with MCA Honors	N/A	N/A	N/A	N/A	N/A	\$2,700	N/A	N/A	N/A

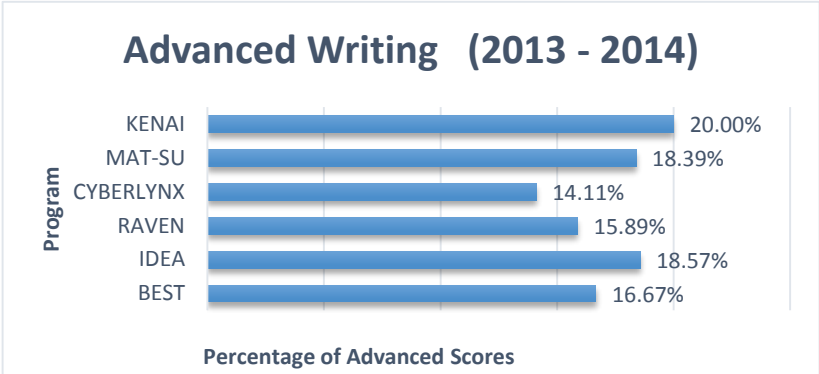
[Fig. 5]



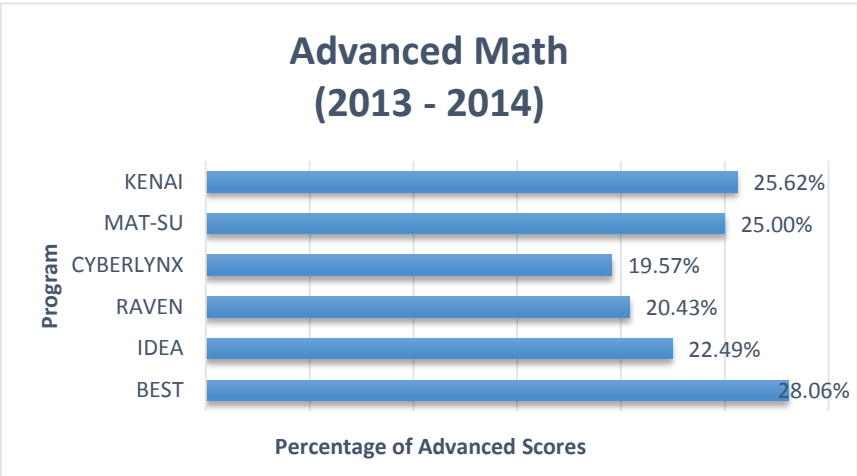
[Fig. 6]



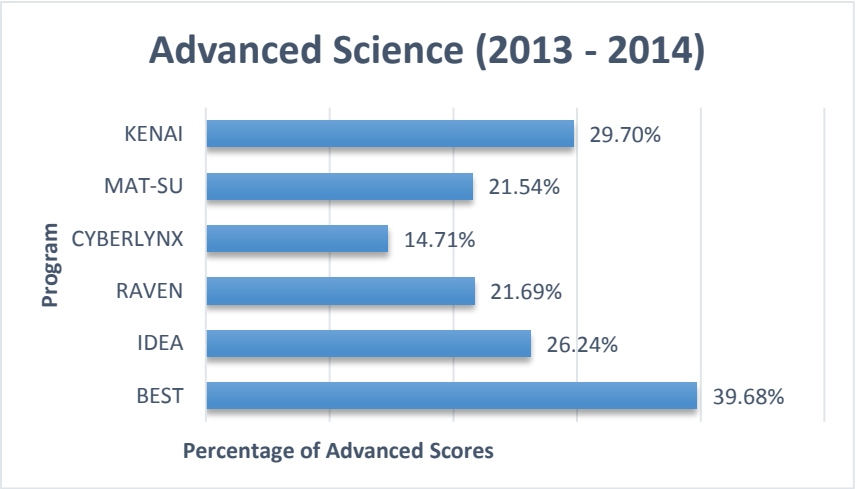
[Fig. 7]



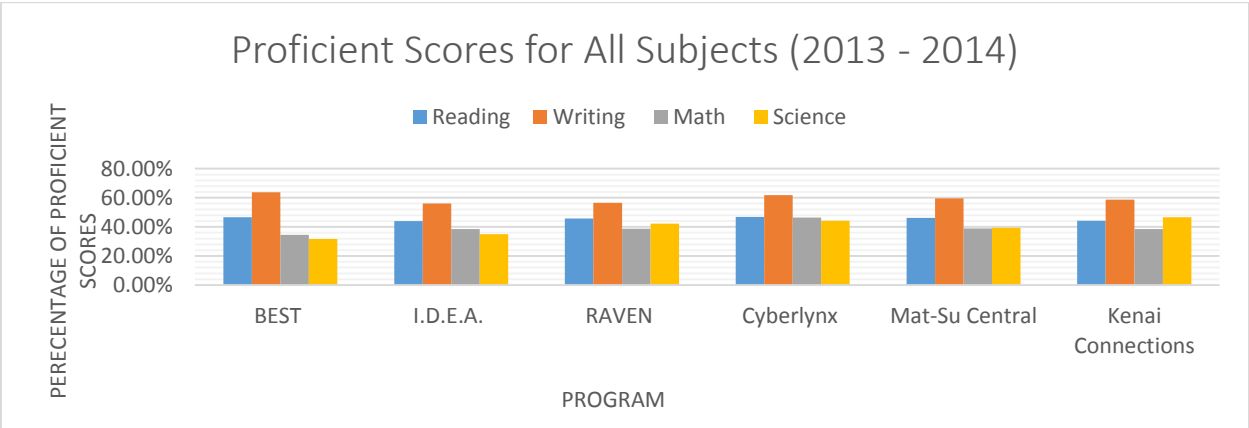
[Fig. 8]



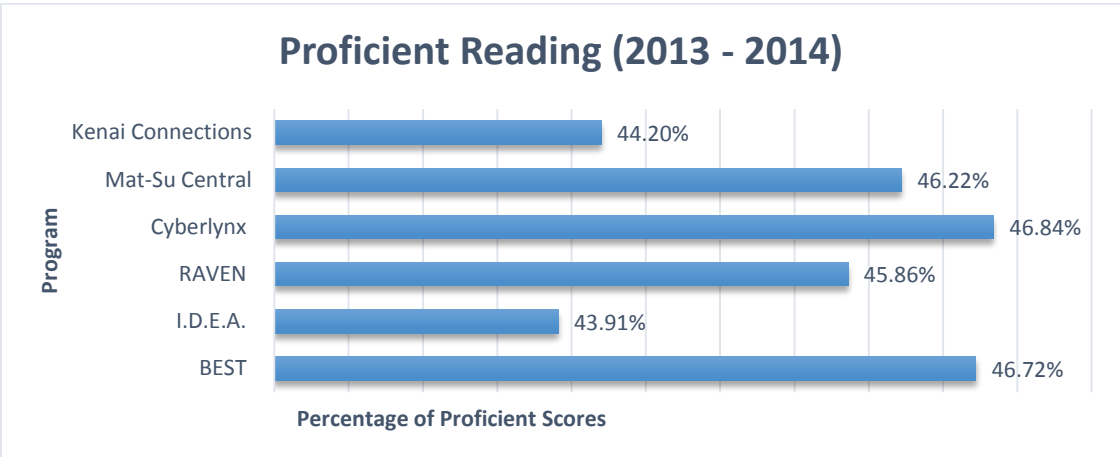
[Fig. 9]



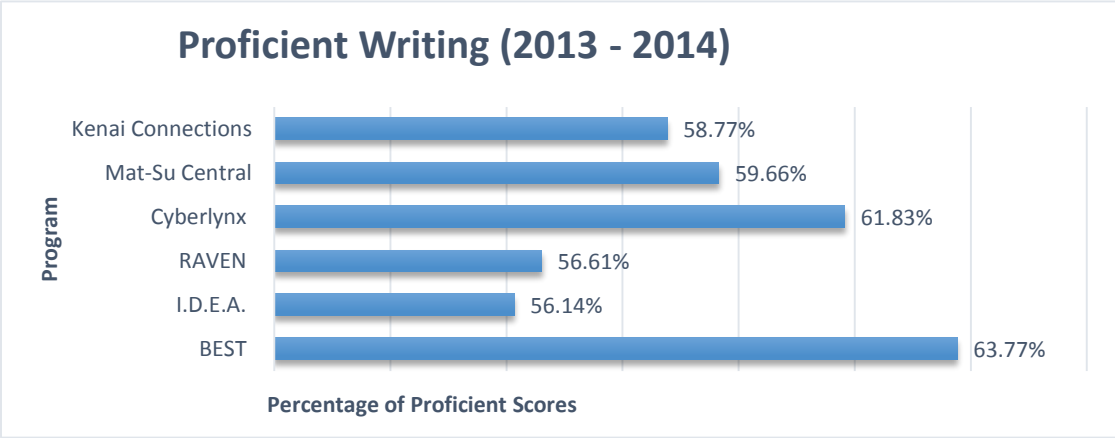
[Fig. 10]



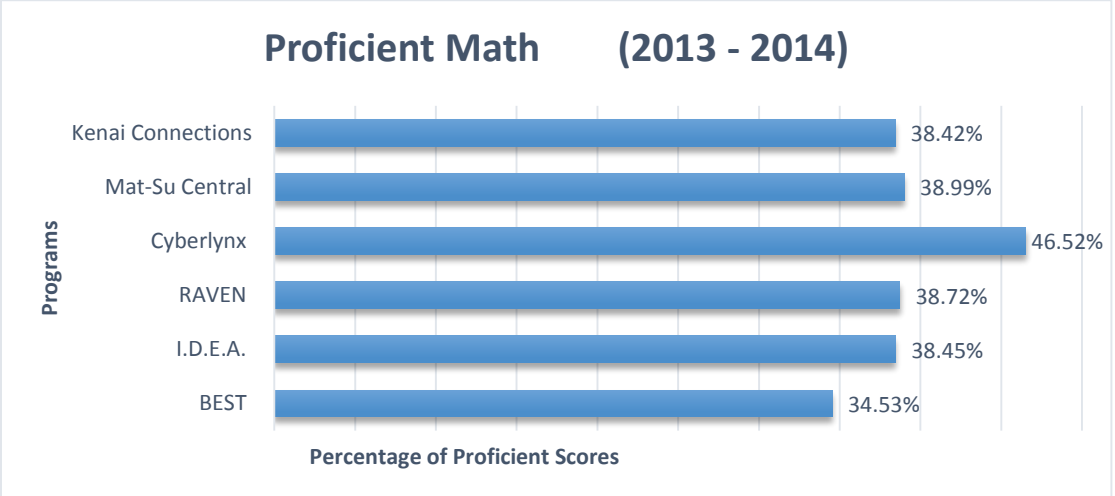
[Fig. 11]



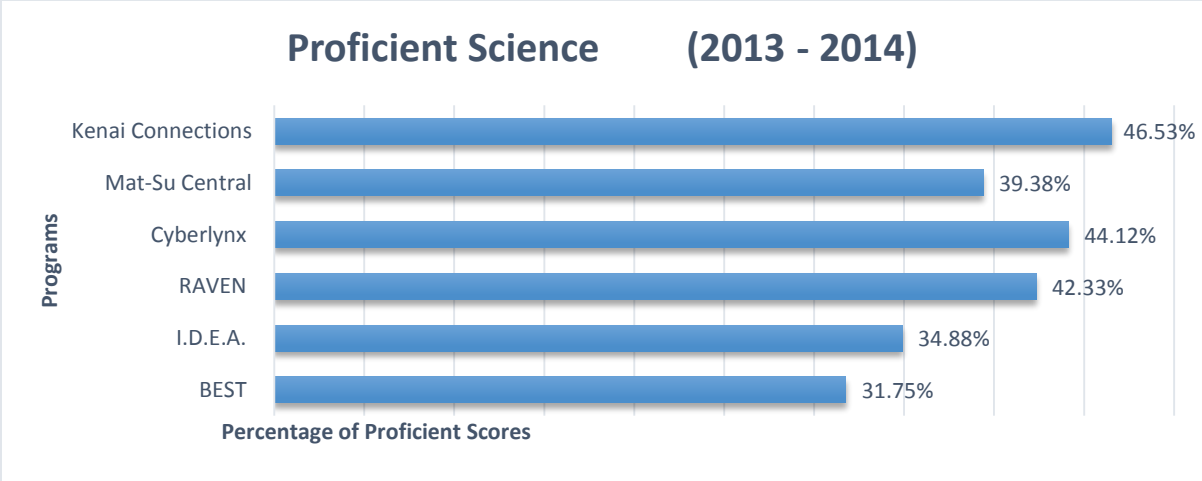
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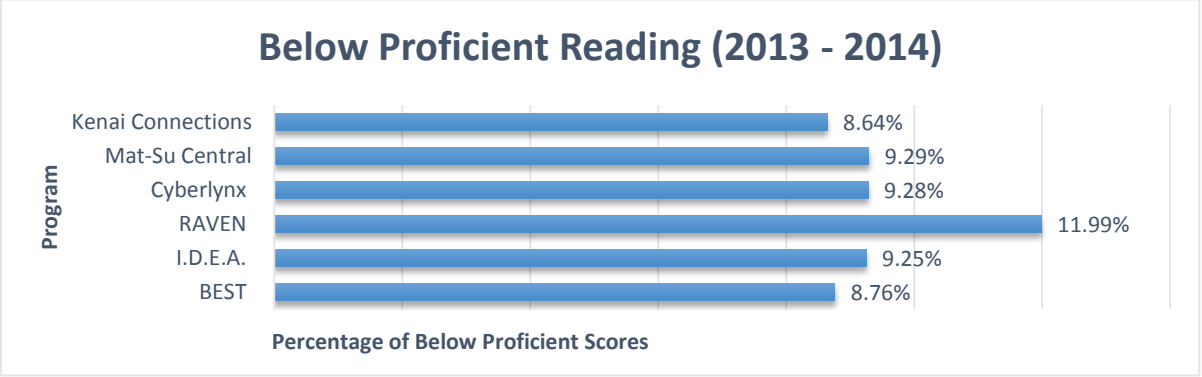
[Fig. 13]



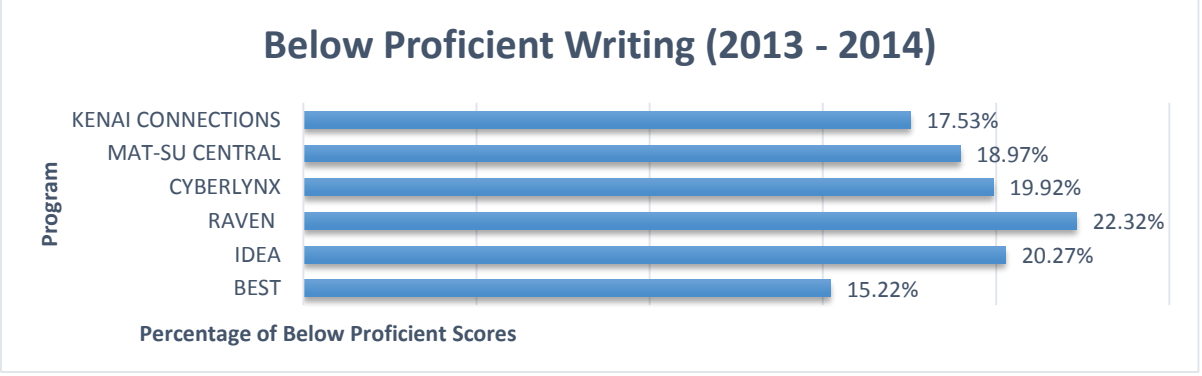
[Fig. 14]



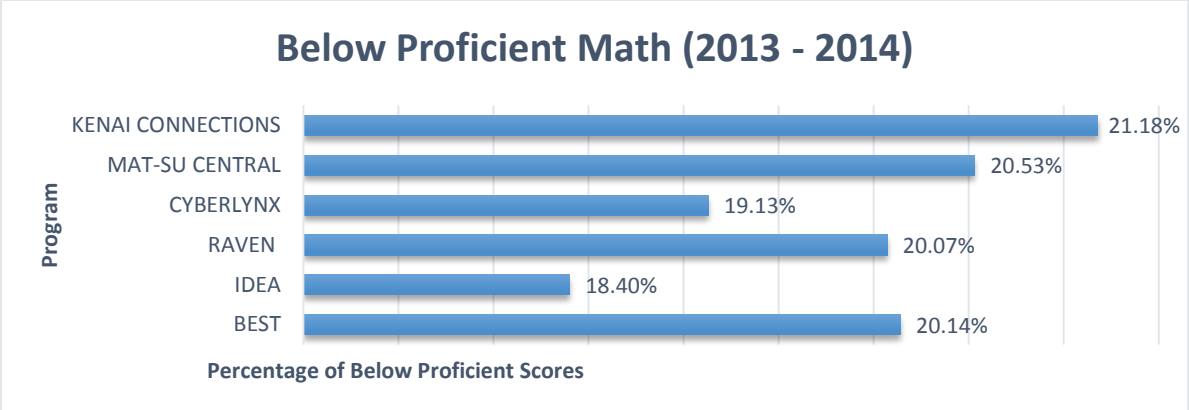
[Fig. 15]



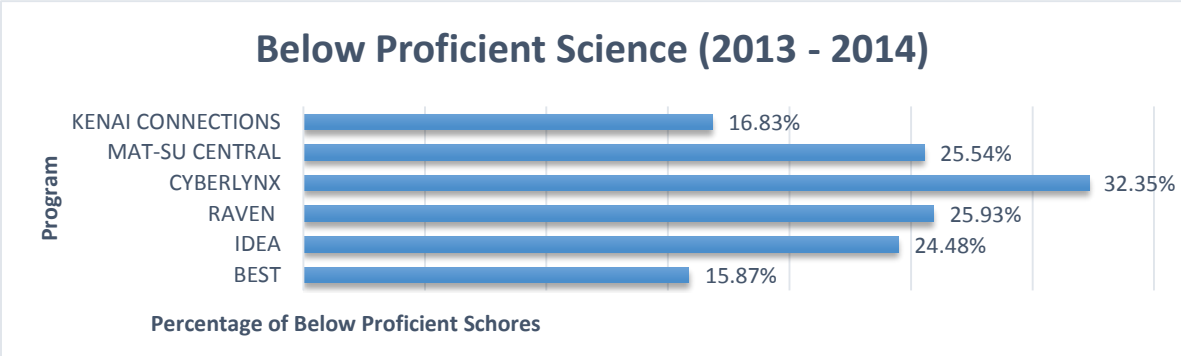
[Fig. 16]



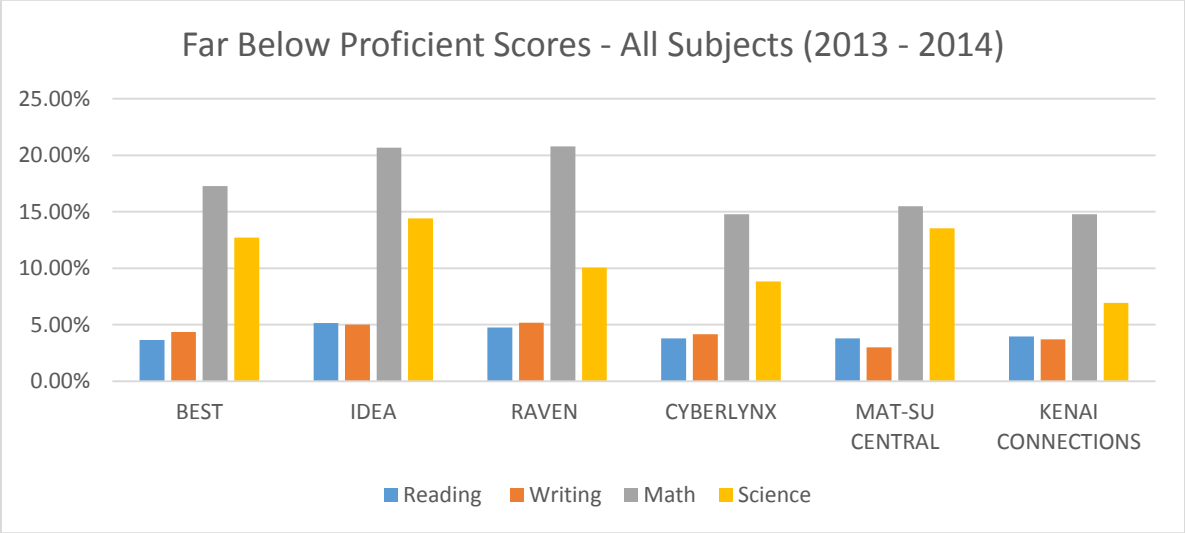
[Fig. 17]



[Fig. 18]

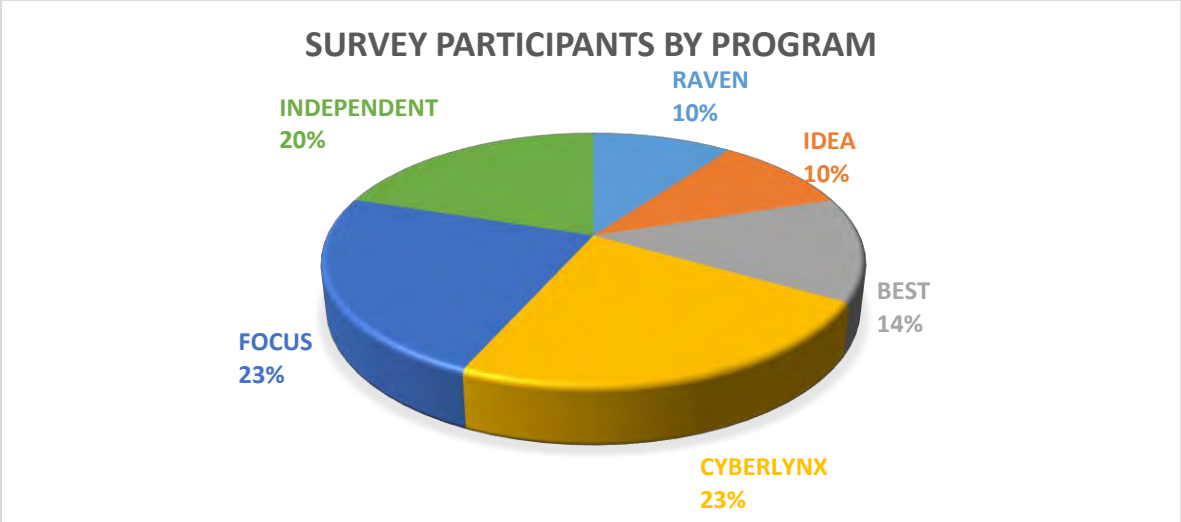


[Fig. 19]

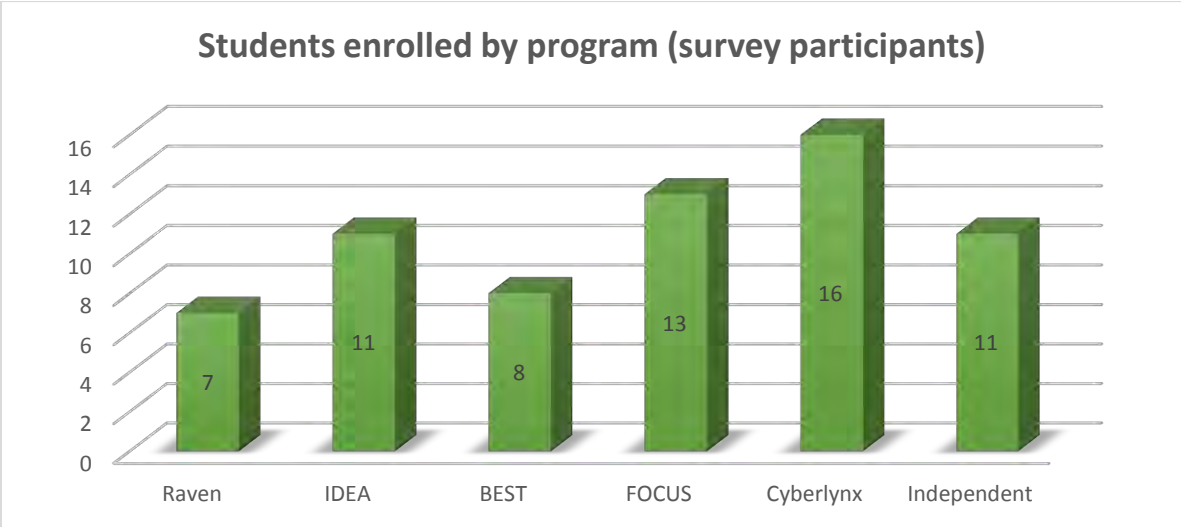


[Fig. 20]

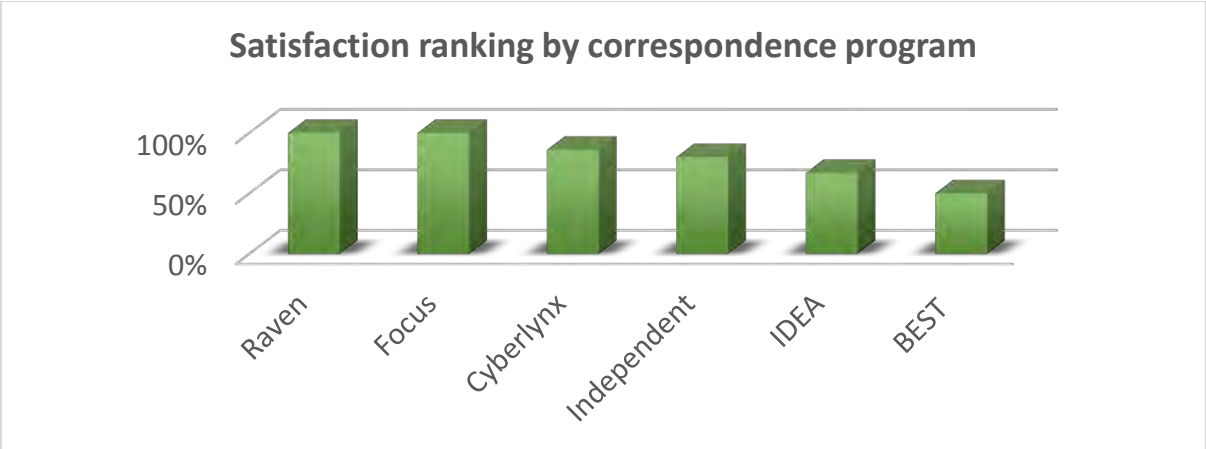




[Fig. 21]

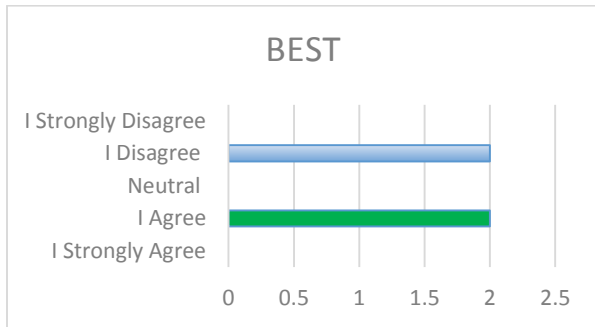


[Fig. 22]

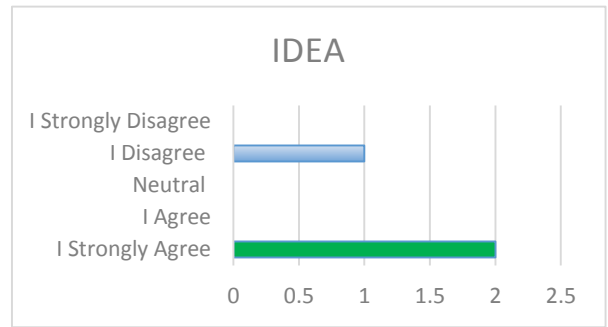


[Fig. 23]

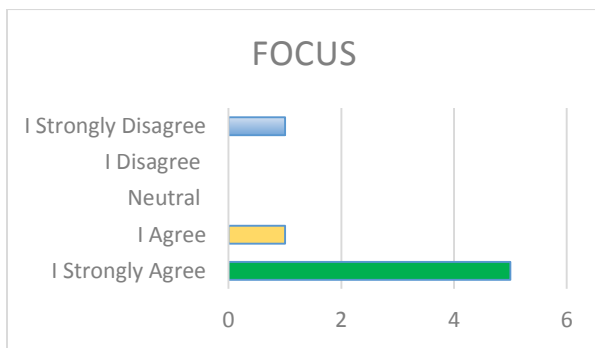
**Question:** I feel our program respects and empowers parents to best educate our student(s).



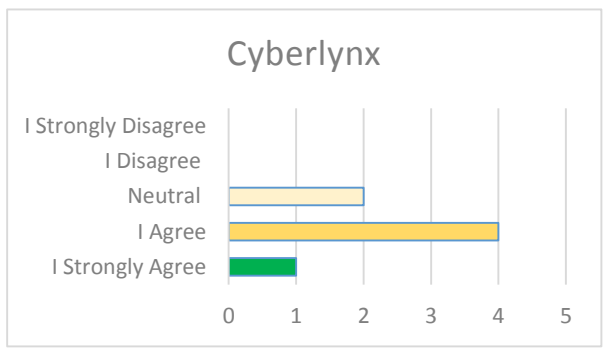
[Fig. 24]



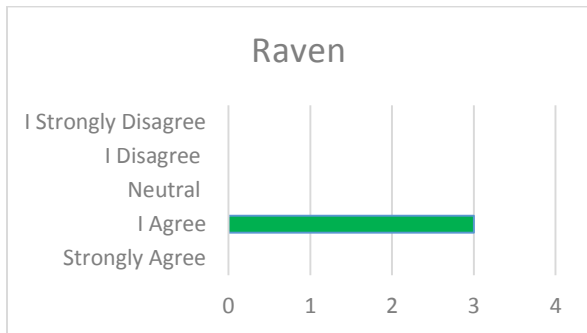
[Fig. 25]



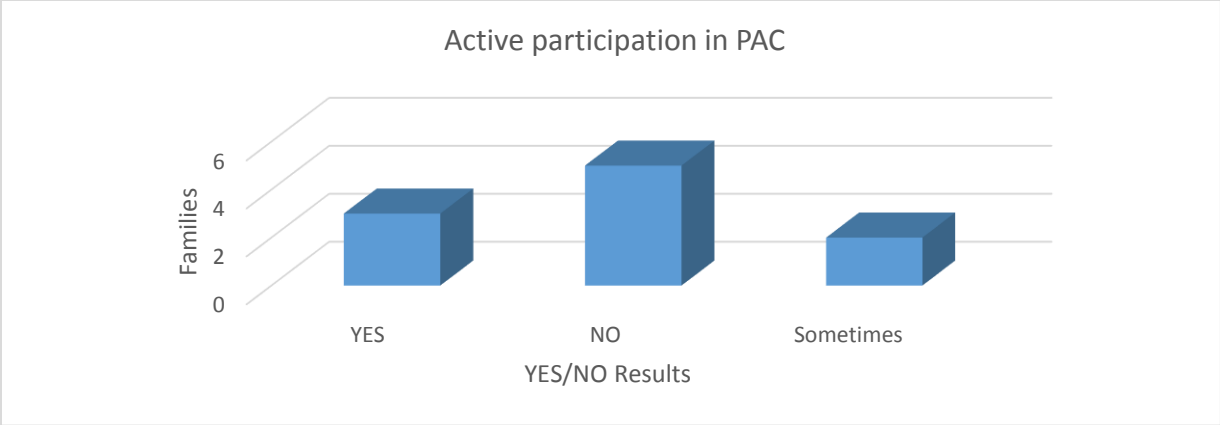
[Fig. 26]



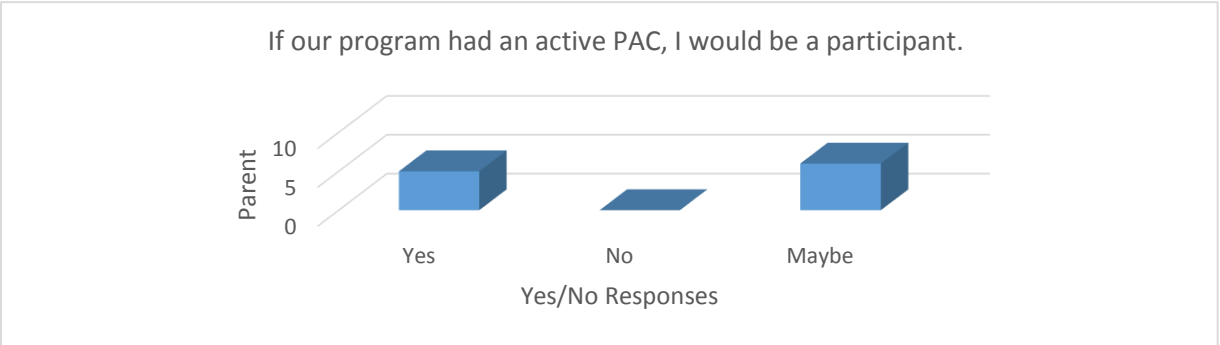
[Fig. 27]



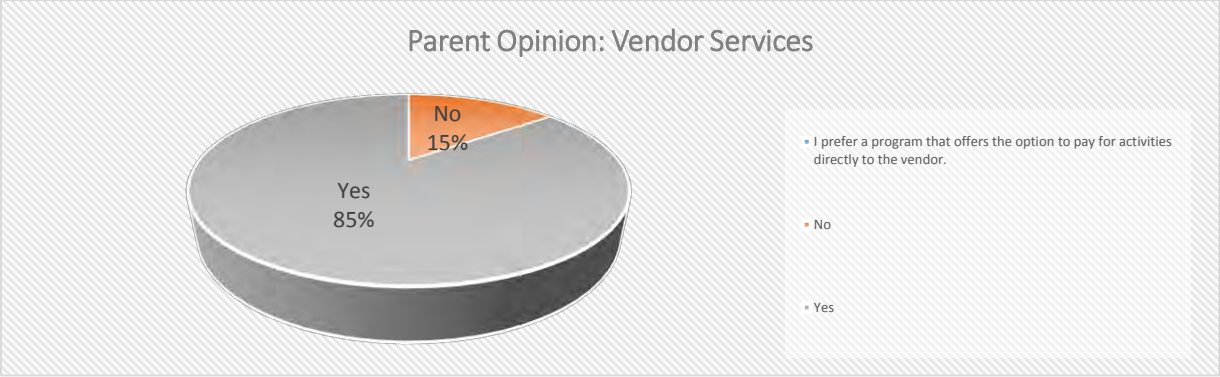
[Fig. 28]



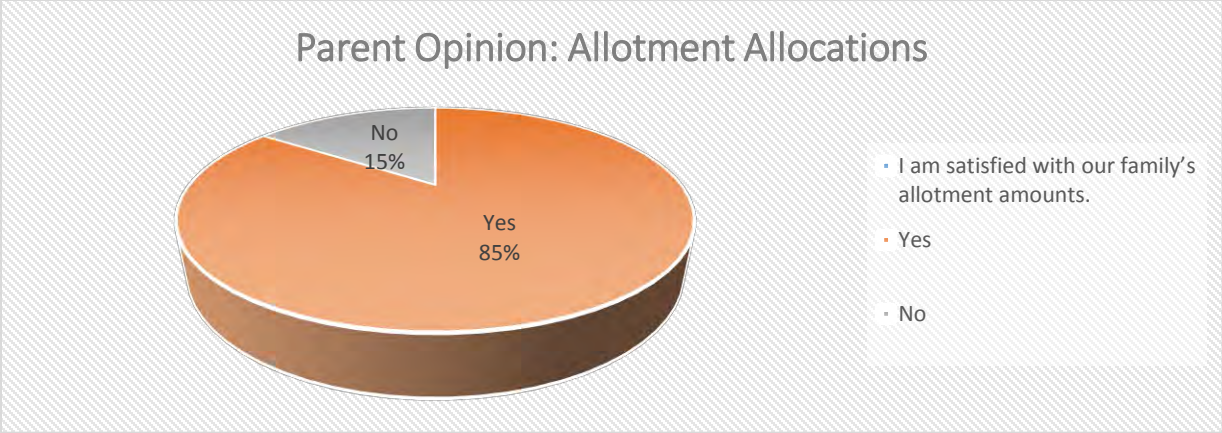
**[Fig. 29]**



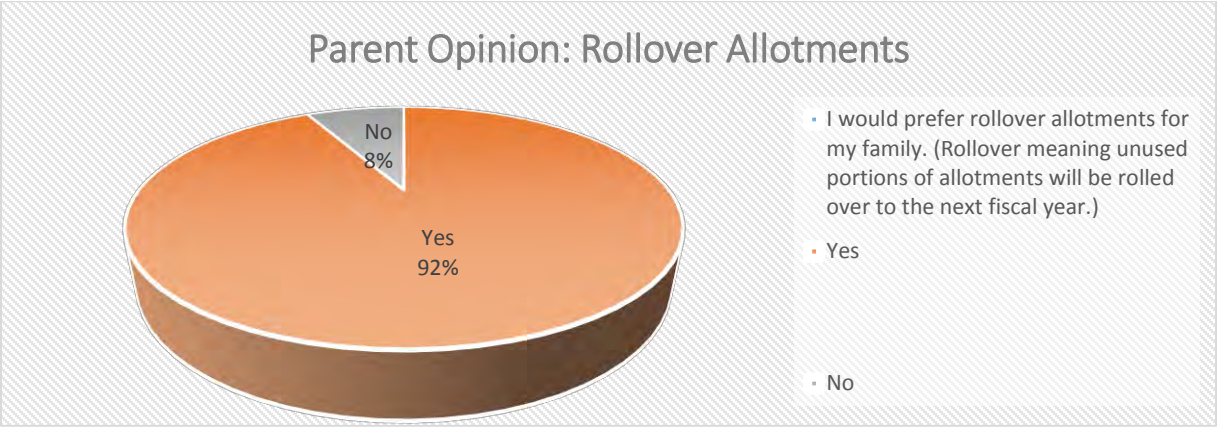
**[Fig. 30]**



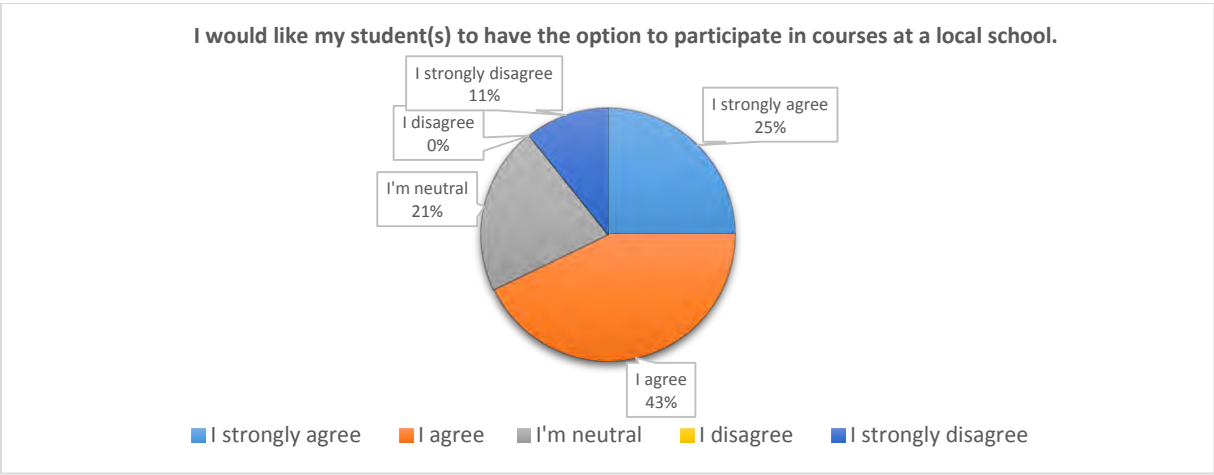
**[Fig. 31]**



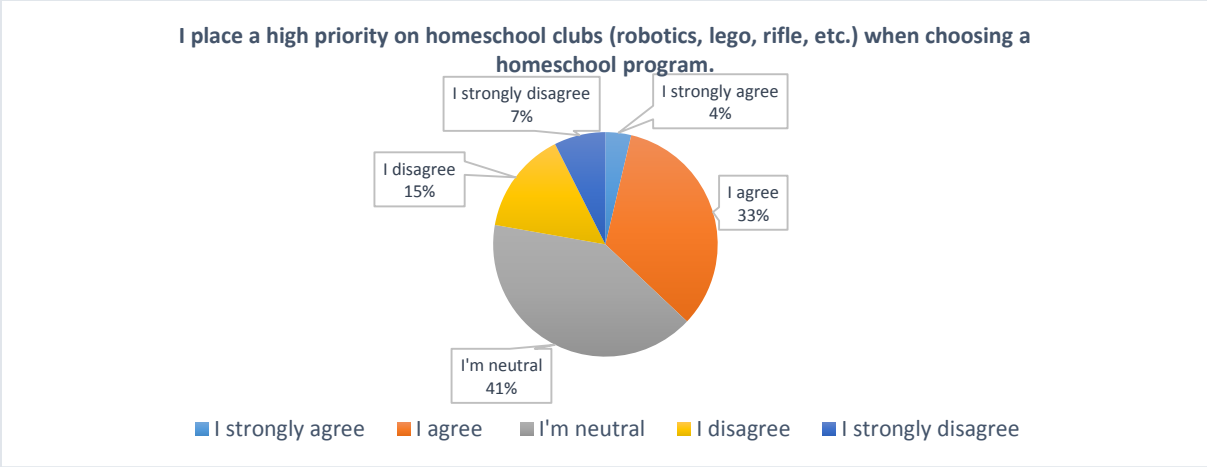
[Fig. 32]



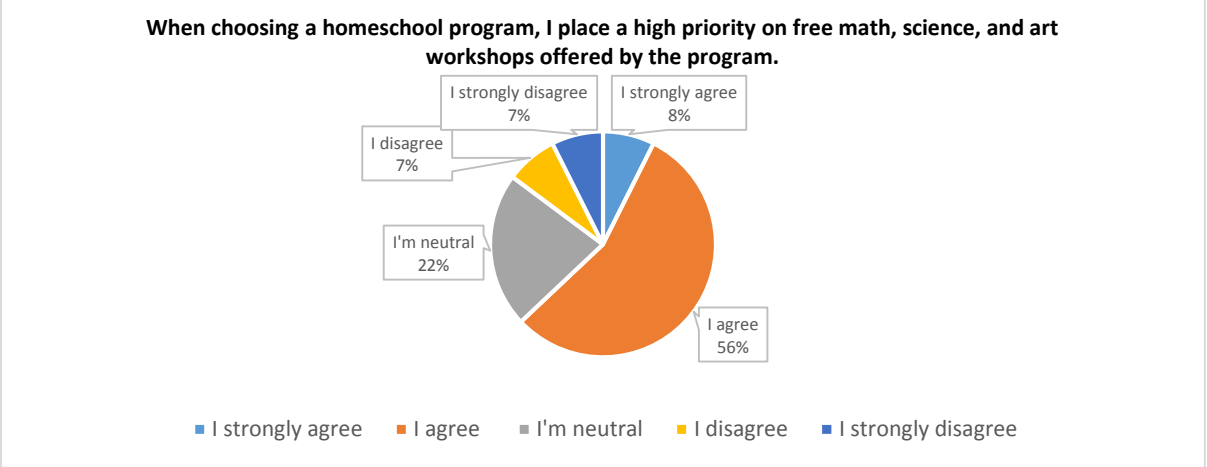
[Fig. 33]



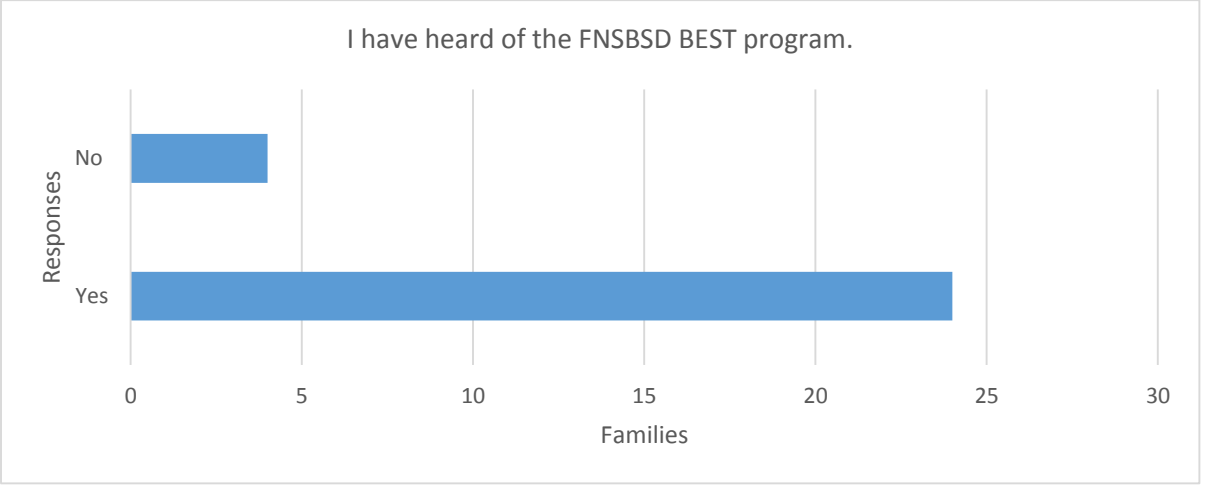
[Fig. 34]



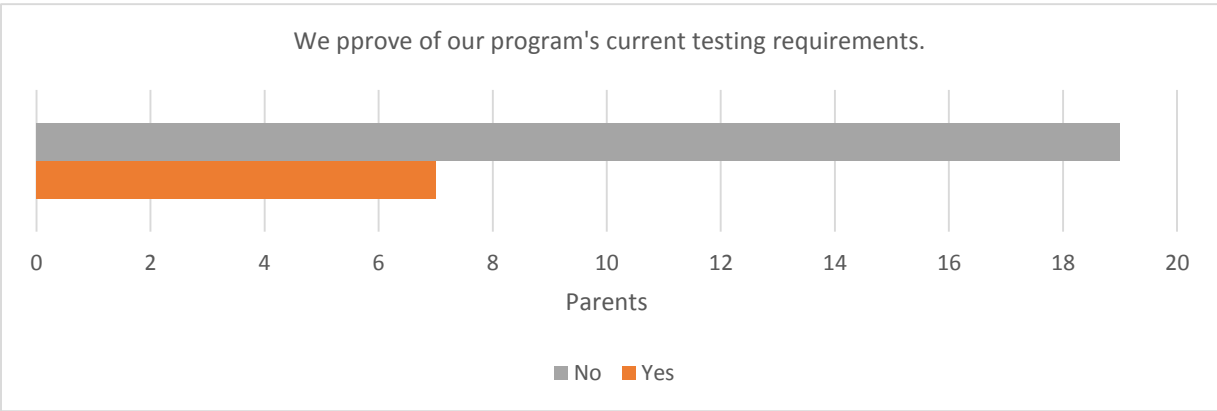
[Fig. 35]



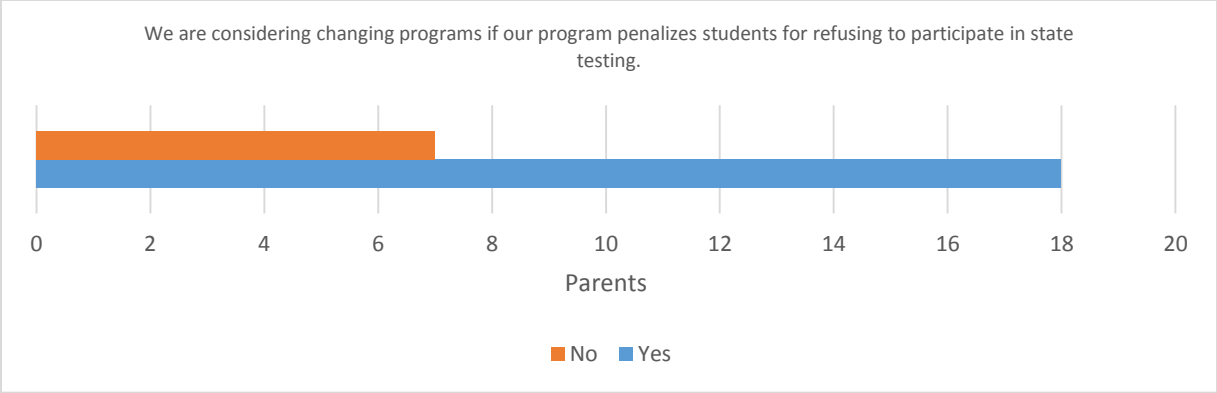
[Fig. 36]



[Fig. 37]



[Fig. 38]



[Fig. 39]

Size	Dimensions	Rate	Full color	Spot color	ROS Impressions Banner or Rectangle
1/8 page	4.92" x 2.5"	\$225.00	\$95.00	\$75.00	10,000
1/4 page	4.92" x 5"	\$375.00	\$145.00	\$100.00	10,000
1/2 page	10" x 5"	\$595.00	\$225.00	\$125.00	10,000
full page	10" x 10"	\$1,050.00	\$395.00	\$175.00	10,000

[Fig. 40]

# ENROLL NOW FOR THE 2015-2016 SCHOOL YEAR!

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**APRIL**  
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**MAY**  
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## ENROLLMENT INCENTIVES

**RE-ENROLL EARLY FOR MORE CHANCES TO WIN!**

1. Complete the Online Enrollment Application at [www.ravenschool.com](http://www.ravenschool.com).
2. You will be entered in a drawing for the item listed below in the month you completed the Online Enrollment Application. There will be one monthly prize given away to each Raven office.
3. You will also be entered in a drawing for the remaining months' prizes!



**JUNE**  
\$50 Gift Card



**JULY**  
\$50 Gift Card



**SEPTEMBER**  
iPad Mini



**AUGUST**  
ChromeBook

[Fig. 41]

## What Are Examples of Schools of Choice?

Type	Definition	Enrollment Process	Funding	Example / Model
Magnet	<ul style="list-style-type: none"> <li>• District School</li> <li>• Follows district curriculum</li> <li>• Aligned to AKSS</li> <li>• May have a “theme” or focus.</li> </ul>	Lottery	Standard school district funding.	Barnette
Charter	<ul style="list-style-type: none"> <li>• “Charter schools are privately managed, taxpayer-funded schools exempted from some rules applicable to all other taxpayer-funded schools”</li> <li>• May or may not use district curriculum.</li> <li>• Aligned to AKSS</li> <li>• <a href="https://eed.alaska.gov/Alaskan_Schools/Charter/pdf/faqs.pdf">https://eed.alaska.gov/Alaskan_Schools/Charter/pdf/faqs.pdf</a></li> </ul>	Lottery, Specific requirements such as credit attainment / age (CEC)	Funding for a charter school will be not less than the amount generated by the students enrolled in the charter school. That amount will be determined in the same manner as it would be for a student enrolled in another public school in the same school district.	Chinook, Watershed, Star of the North, Effie Kokrine Early Charter
Middle College	Students take a combination of core high school courses and college courses to receive their diploma and graduate.	Application process. At Alaska Middle College - Junior or senior status; Minimum cumulative 2.0 GPA; Completion of core classes for 9th and 10th grade.	Varies with relationships between district/school and university.	EKEC, Alaska Middle College (MSSD)
Early College	Early College High School Initiative provides students the opportunity to receive a high school diploma and an Associate degree or up to two years of college credit, by taking a mixture of high school and college classes.	Varies	Varies with relationships between district/ school and university.	AHEAD program



## What Are Examples of Schools of Choice?

Type	Definition	Enrollment Process	Funding	Example / Model
Homeschool	Students who are enrolled in “alternative education programs” and accredited home schools as defined under AS 14.30.365, and who are otherwise eligible to participate in high school interscholastic activities, to select a “school of eligibility” within a public school district or private or religious school.	Family choice	90 of the BSA	BEST, Mat-Su Central, IDEA
Online (Virtual) School	Virtual school refers to an institution that is not "brick and mortar" bound. All student services and courses are conducted through Internet technology. The virtual school differs from the traditional school through the physical medium that links administrators, teachers, and students. <a href="http://Technologysource.org">Technologysource.org</a>	Varies	.90 of the BSA	
Alternative School	Non-traditional school program that may include services for special populations (such as discipline status)	Varies	Varies. For example, Teen Options currently requires funding for licensed childcare.	CEC, SMART, Teen Options

<b><i>Independent Learning Center</i></b>	<b>Campus where students can access personalized learning tailored for the student, by the student either by enrolling in BEST or by accessing online coursework (for credit recovery and/or additional credit) while enrolled at a traditional school.</b>	Virtual school w/in a school; HOPE Academy in Denver: <a href="http://hopeonline.org">hopeonline.org</a>
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## What Are Examples of Schools of Choice?

### Other Terms to Know

Type	Definition	Funding	Example / Model
Blended Learning	Blended courses (also known as hybrid or mixed-mode courses) are classes where a portion of the traditional face-to-face instruction is replaced by web-based online learning. <a href="https://blended.online.ucf.edu/about/what-is-blended-learning/">https://blended.online.ucf.edu/about/what-is-blended-learning/</a>	Many models require no extra cost for teaching staff. May be additional costs for technology and digital content.	
Distance Delivery	Courses taught at one site and received by students at another site. (Typically within district.)	Funded as part of districtwide operating budget using school and district support staffing.	AP Calc from WVHS; Medical Term from HHS
Credit Recovery	An opportunity for the student who has failed a course to recover the credit for the course through alternate means within the district, such as computer-based delivery of instruction or standards-based targeted instruction.	Currently students pay for outside credit online courses, rough costs between \$150 and \$300/ course.	BEST Summer School
Enrichment	Courses that a student can access beyond the scheduled day in order to gain additional credits, earn dual credit, or advance within a content area.	Currently students pay for outside credit online courses, rough costs between \$150 and \$300/ course.	

## BEST EXPANSION RECOMMENDATIONS

Recommendations	Timeline	Cost	Rationale	Strategic Plan District Objective
<b>Space</b>				
Separate building that houses BEST	2016-2017	Approx. \$4,860 per month (\$1.80/sq ft x 2700 sq ft)	A larger student work space and computer lab space is needed; It is detrimental for families to come to D.O.	1.2 Design and establish the ILC to open as a new entity by Fall 16.
<b>Allotments</b>				
Offer pre-K scholarship.	2016-2017	\$250, contingent on older sibling in BEST	Raven and Mat-Su offer scholarships. Parents ask about incentives for families to continue with BEST; IDEA doesn't offer.	1.3 Expand the number of credit and schedule options for high school students by Fall 16.
Maintain current allotment system for grades K -12 homeschool students.	Current Year	Gr K-2 = \$2,000; Gr 3 = \$1950; Gr 4-8 = \$2150; Gr 9-10 = \$2350; Gr 11-12 = \$2400	Testing starts in 3rd grade. \$50 withheld until after student completes state testing; comparable to other homeschools.	1.3
Offer computer/internet allotment for students enrolled in online courses full time, Gr 7 - 12.	2016-17	No current allotment. Up to 6 courses paid for from approved district vendors. Add up to \$50/ month per family reimbursement for internet service. Also allow up to \$499 computer allotment for online students; one time only reimbursement.	Online students need access to internet and computers. This would support their online learning.	5.2 Expand student access to online courses including both hardware and fees.
Maintain current computer allotment for grades 7-12 homeschool students.	Current Year	Up to \$499, taken out of student allotment (homeschool only).	This is comparable to other homeschools.	5.2
Maintain current internet allotment for homeschool students.	Current Year	Up to \$50/month per family, taken out of student allotment (homeschool only).	This is comparable to other homeschools.	5.2
<b>Incentives</b>				
Offer a buy-out bonus for families coming from a competing correspondence program (one time only).	2016-2017	\$400 per student added to allotment if before October 20.	This is a motivational incentive to enroll in BEST; homeschool families tend to stay with current programs.	
Offer a computer buy-out from other homeschool or correspondence programs.	Current Year	Reimburse the cost parents have invested, up to \$800.	This is a motivational incentive to enroll in BEST.	
Maintain state testing bonus, grades 3-10.		\$50 added to allotment	This is comparable to other homeschools.	
<b>Activity Expansion</b>				

Recommendations	Timeline	Cost	Rationale	Strategic Plan District Objective
Increase enrollment in and access for BEST students in districtwide CTE courses and program offerings.	Current Year	No added cost	All students need the opportunity to enroll in CTE courses.	1.4 Expand CTE pathways to ensure equitable options and access to all high school students.
Increase student activities based upon student interest (such as Robotics Club, Chess Club, Artist in School Workshops, Field Trips, etc).	Current Year	No added cost	This will encourage more involvement from students.	
<b>Advertising</b>				
Increase quality presence on various social media platforms (facebook, twitter, instagram).	Current Year	No added cost; this can be done utilizing skills of current staff.	PR needs to be a priority.	2.3 Proactively communicate and invite two-way dialogue between the community and District.
Target specific time windows for TV and Radio advertising.	Current Year	\$10,000 (additional annual expenditure)	PR needs to be a priority.	2.3
Define BEST's niche in the homeschool / correspondence market through "re-branding".	Current Year	\$2,500 for services of an outside contractor.	PR needs to be a priority.	2.3
<b>Staffing</b>				
Eliminate Activities Secretary position and hire .5 FTE Activity Development Specialist and .5 FTE Public Relations Specialist (possibly as one position).	2016-2017	This cost savings and cost addition would come close to a "trade off"; \$55,000 and \$40,000 (estimates) for the new positions.	More quality activities will attract and retain students; the P.R. specialist would work closely with our district communications coordinator to continue to promote BEST.	2.1 Ensure all parents are informed through systematic, multi-channel delivery of relevant information.
<b>Parents</b>				
Create Parent Advisory Committee	Current Year	No added cost; possible cost for training and conference attendance.	Positive PR is a priority.	3.1 Establish a standing Parent Engagement Committee to create a more robust parent engagement approach.

## ILC/BEST Expansion Building and Leasing Options

- **Current Space**

BEST Suite on 2<sup>nd</sup> floor of ADC            2,700 sq ft

- 7 offices
- 1 computer lab
- 1 common space for students/staff
- 1 common office space for program secretaries
- 1 storage room for records

SMART Suite on 1<sup>st</sup> floor of ADC        7,500 sq ft

- 6 offices
- 3 large classrooms
- Front office space
- Kitchen
- Multiple storage rooms for records, curriculum materials, etc

Total Space needed in a new building = **AT LEAST 10,200 sq ft**

- **Lower level of the Fairbanks Tax Service Bldg across the parking lot (owned by Bill St. Pierre)**

2 suites available (not ADA) 1,000 sq ft and 1,100 sq ft    \$1.20/sq ft    = \$1,200 and \$1,320 per month

- **Main level of Caribou Bldg on Airport Way (owned by Bill St. Pierre)**

2 suites available (ADA) 1,500 sq ft each    \$1.60/sq ft    = \$2,400 per month each

- **Fairbanks Children's Museum Bldg on Cushman (owned by Rod Worthington (Ford))**

Main floor (ADA) 13,000 sq ft    \$2.00/sq ft    = \$26,000 per month (negotiable)

- 11 offices along one long wall
- Large common room
- Restrooms and walls can be constructed upon request

2nd floor (ADA) 10,000 sq ft        \$2.00/sq ft    = \$20,000 per month (negotiable)

- 11 offices around the outside
- Multiple closets/storage areas
- Kitchen area at one end
- Elevator and two stairwells
- Men's/Women's Restrooms

- **Ryan Middle School 2nd floor**

4 classrooms        5,348 sq ft

2 offices            461 sq ft

Commons area    1,012 sq ft

Total sq ft = 6,821



**MEMORANDUM**

Date: August 31, 2015

To: School Board Members

From: Dr. Karen Gaborik, Superintendent

A handwritten signature in blue ink, appearing to be "K. Gaborik", is written over the name of the Superintendent.

Re: Work Session: Magnet School

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District administration will present information regarding development of a new district magnet school. The key question that needs to be answered early in the process is the following:

What is the target opening date for a new district magnet school?

Recommendation

Primary considerations for development of a new magnet school include parent and community engagement, principal leadership, school boundary and attendance area impact, and communication. To facilitate a high-quality process that engages stakeholders to the fullest extent possible and provides the necessary administrative oversight and staff support, it is recommended the target opening date for a new magnet school be established as fall 2017.

A fall 2017 opening date will provide district administration the time necessary to establish a stakeholder work group, gather extensive community input, and engage in meaningful conversations regarding theme and philosophy, grade levels, location, curriculum alignment, activities, and other related topics. It will also afford the time necessary to address logistic issues such as occupancy planning, facility preparation, school boundary attendance area impact, resource needs, budget planning, and purchasing. Additionally conducting the principal and administrative secretary hiring process in the spring of 2016 will allow for both internal and external candidates and avoid the potential of disruption of current school leadership midyear.

During the 2016 – 2017 school year, the new magnet school principal will continue to build the academic and activities programs, engage in staff hiring, determine enrollment processes, conduct a lottery, and participate in implementation of the communication plan.

## Current Timeline

Sep 15	Sep 15 -Oct 15	Nov 15 - Dec 15	Dec 15	Jan 16	Feb 16 - Mar 16	Mar 16 - Jun 16	Aug 16
Establish work group.	Site selection, assess attendance area impacts.	Develop occupancy plan.	Determine staff development needs and other resources needed to support theme/focus.	Develop hiring plan with Human Resources Department.	Hire K-8 magnet staff.	Establish curriculum alignment to District and State standards.	Open magnet school.
	Hire administrator, and administrative secretary.	Identify staffing and scheduling needs to support theme/focus.	Determine activities and ancillary programs such as before and after school programs and sports.		Implement registration and lottery.		
		Identify theme/focus.					
Communicate with community regarding K-8 Magnet.							

## Recommended Timeline

2015 - 2016			2016 - 2017	
<u>September</u>	<u>October - November</u>	<u>January - April</u>	<u>Fall 2016</u>	<u>Spring 2017</u>
<ul style="list-style-type: none"> <li>• Establish stakeholder workgroup</li> </ul>	<ul style="list-style-type: none"> <li>• Workgroup solicit input to Identify               <ul style="list-style-type: none"> <li>✓ Theme</li> <li>✓ Grade levels</li> <li>✓ Location</li> <li>✓ Curriculum</li> <li>✓ Activities</li> <li>✓ etc.</li> </ul> </li> <li>• December update to the Board</li> </ul>	<ul style="list-style-type: none"> <li>• Hire principal and admin secretary for next year</li> <li>• Create occupancy plan</li> <li>• Identify attendance area impact</li> <li>• Establish communication plan</li> <li>• Align curriculum and identify curricular resources</li> <li>• Facility preparation plan</li> <li>• Identify transportation, other budget, logistics, resource needs</li> <li>• April update to the Board</li> </ul>	<ul style="list-style-type: none"> <li>• Full program development               <ul style="list-style-type: none"> <li>✓ Academics</li> <li>✓ Activities</li> <li>✓ Staffing needs</li> <li>✓ Hiring plan</li> <li>✓ Enrollment/lottery plan</li> <li>✓ Communication</li> <li>✓ etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Continue program development</li> <li>• Budget</li> <li>• Hire staff for 2017</li> <li>• Lottery</li> <li>• Communication</li> </ul>



Potential Magnet Models and Locations

**15 - 16 Projected Enrollment Compared to DEED Capacity**

	Projected Enrollment	DEED capacity	Over/- Under
Hunter	334	494	-160
Joy	421	527	-106
Nordale	311	422	-111
Randy Smith	323	422	-99
Ryan	367	594	-227

**Projected Enrollment 15-16 School Year**

	K	1	2	3	4	5	6	7	8	Total Current*
Hunter	47	49	52	47	35	36	58			324
Joy	55	57	64	58	63	52	56			405
Nordale	46	48	42	49	41	46	31			303
Randy Smith								184	139	323
Ryan								191	176	367

\*Does not include preschool numbers in total

Potential Magnet Models and Locations

**K-8 Magnet Model Set to Meet Class Size Targets**

	K	1	2	3	4	5	6	7	8	Students Served
<b>Hunter</b>	45	48	48	48	52	52	52	53	53	451
<b>Joy</b>	45	48	48	48	52	52	52	53	53	451
<b>Nordale</b>	45	47	47	47	47	47	47	47	47	421
<b>Randy Smith</b>	45	47	47	47	47	47	47	47	47	421
<b>Ryan</b>	45	48	48	48	52	52	52	53	53	451

**Classrooms Needed to Meet Class Size Target Model for K-8 Magnet Model**

	K	1	2	3	4	5	6	7	8	Rooms needed
<b>All</b>	2	2	2	2	2	2	2	2	2	18

**3-8 Magnet Model Set to Meet Class Size Targets**

	3	4	5	6	7	8	Students Served
<b>Hunter</b>	72	78	78	78	81	81	468
<b>Joy</b>	72	78	78	78	81	81	468
<b>Nordale</b>	70	70	70	70	70	70	420
<b>Randy Smith</b>	70	70	70	70	70	70	420
<b>Ryan</b>	96	100	100	100	100	100	596

**Classrooms Needed to Meet Class Size Target Model for 3-8 Magnet Model**

	3	4	5	6	7	8	Rooms needed
<b>All</b>	3	3	3	3	3	3	18

# District Wide Special Ed Programs

School	Pre-K	IR	ER	SR-IR (Aut)	SR-ER (Aut)	SR-Pre-K (Aut)
HTR	x					
JOY	xx	x				
NDL	x		x			
RSMS				x	x	
RYN			x			

<u>Max Student Numbers</u>	
<u>Elementary #s</u>	
PreK	10
PreK-SR	5
IR	10
ER	10
SR/IR-ER	8
<u>Secondary #s</u>	
IR	17
ER	17
SR/IR-ER	9

## Seats for Displaced Students in Middle Schools

### K-8 Magnet Model

	7	8	Displaced	Seats Avail
Randy Smith	137	92	229	353
Ryan	138	123	261	220

### 3-8 Magnet Model

	7	8	Displaced	Seats Avail
Randy Smith	114	69	183	353
Ryan	91	76	167	220

### Current

	7	8	Total	DEED	Over/Under
Randy Smith	183	145	328	422	-94
Ryan	180	187	367	594	-227
Tanana	255	221	476	602	-126

## **K-8 Magnet Possible Staffing Costs**

### **Planning Phase**

\$161,767 Administrator

\$66,000 Administrative Secretary

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**\$227,767 Total**

### **Barnette Supplemental Staffing**

#### **Supplemental Permanent Staff Through FTE positions**

222,700 FTE Teacher

\$85,000 1.5 FTE Instructional Aide

\$56,235 1 FTE Program Secretary

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**\$363,935 Total**

#### **Supplemental Temporary Staff Support**

\$18,000 Fridays in Fairbanks

\$20,000 Activities within Instructional Day

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**\$38,000 Total**