

MEMORANDUM

TO: Superintendent

DATE: November 2023

FR: Director of Curriculum and Instruction

SUBJECT: Department Report

Tracy Bell, Director of Curriculum and Instruction, reports on the following:

1) Priorities

a) NWABSD Strategic Goal 2: Instructional Supports

i) *Objective 1: Evaluation of Multi-Tiered Systems of Support (MTSS)*

(1) Multi-Tiered System of Support (MTSS)

- (a) The district-level team receives training and support through the Alaska MTSS Refresh project. The project hopes to enhance the current district MTSS system and support teachers through renewed professional development efforts involving identifying and intervention efforts for students.
- (b) The district-level team continues to develop a workflow for the MTSS process and incorporating state-created tracking paperwork into the Embrace data management system for MTSS.
- (c) The Curriculum Department submitted a draft of the AK Reads Act MTSS plan due to the state September 1st. We are awaiting to hear back on approval or feedback for adjustments.
- (d) Students will receive support in the fall based on previous progress/tier and data collected by the current classroom teacher. Parents will be notified if a student enters or exits Tier II or Tier III.

(i) HB114 (AK Reads Act)

1. MTSS Plan

- a. Benchmark (mClass/DIBELS 8) Data
- b. Progress Monitoring
 - i. *Tier I; Progress Monitoring Cycle: Monthly*
 - ii. *Tier II; Progress Monitoring Cycle: Every Two Weeks*
 - iii. *Tier III; Progress Monitoring Cycle: Every Two Weeks*
- c. Individual Reading Intervention Plans
- d. Student Support

(2) Help Ticket System

(a) Open Tickets

(i) 08/31-188

(ii) 09/20- 220

(iii) 11/22-47; 15 Curriculum Department, 32 Staff Development

- 1. Materials Requests
- 2. Curriculum Platform Troubleshooting- mClass, ConnectEd (MyMath)
- 3. Resignations – Curricular Access Removal
- 4. New Hires- Curricular Access

b) *Objective 2: Safe and Civil Schools Refresh*

i) Site and Instructional Support

- (1) Susan Isaacs conducts site visits to provide on-ground support and feedback of instructional staff and principals. During her visits, she actively evaluates school climate and schoolwide procedures to provide feedback for areas of improvement or support of the District Office.
 - (a) October 23-27: Susan Isaacs visited Buckland, JNES, and KMHS. She worked with the Curriculum Director for FY25 in-service plans and departmental instructional support planning.
 - (b) November 27-December 1: Susan Isaacs visits Selawik, JNES, and KMHS. Susan worked with the NWABSD Instructional Leadership Team for FY25 in-service feedback and review of schoolwide management plans. The Curriculum Department team received Professional Development on the STOIC leadership and classroom framework to support onboarding.

2) Instructional Support Staff

a) *Assistant Director of Curriculum and Instruction (Paulisa Scarlett, MBA)*

- a. Role: To assist the Director of Curriculum and Instruction with the operation of the Curriculum and Instruction Department in a manner that promotes the overall efficiency of the district.
 - i. Career Technical Education
 1. **Pathways**
 - a. Aviation Science Pathway has been conditionally approved as a pathway under Perkins.
 - b. Construction Pathway – Complete
 - c. Education & Training Pathway – Complete
 - i. Ed Rising has 10 participants and 3 advisors. On track for Virtual State competition Feb 12-13, 2024. State Leadership Conference is Feb 22-23, 2024.
 - d. Culinary Pathway – Under Revision, current class expires 8/2024
 - e. Health Science Pathway- Under Revision, current class expires 8/2024
 2. Perkins V
 - a. Comprehensive Local Needs Assessment
 - i. Student Interest Survey was sent out on October 17th and closed Nov 1st. A total of 247 students and staff across the district responded for grades 6-12.
 - ii. In December a survey will go out to Community & Local Business Partners, the objective is to bridge the gap of skilled labor and education.
 - iii. This data will be used to align our CTE pathways with and workforce requirements from state, regional and tribal needs.
 - ii. CTE Professional Development
 1. Nov 28-Dec 3rd - ACTE National Conference Phoenix, AZ
 - a. Bradley Schott - Davis Ramoth School
 - b. Clay Beck – ATC Kotzebue
 - c. Ronnie Hawley – Kiana School
 - d. Paulisa Scarlett – attending Virtually.
 - iii. Safety
 1. Alice Training Certifications: 78 staff complete.
 2. CPR Training Certifications: 120+

3. AED Checks – Batteries and Pads will be mailed to each site. Nick and Mr. Kirkland will also replace pads as needed when they make site visits to conduct CPR/First Aid training.

b) Staff Development Specialist-Iñupiaq Place-Based Science Curriculum (Zonda Martin)

- a. Role: Develops, writes, and provides teacher support centered on the Iñupiaq Place-Based Science Curriculum.
 - i. Trainings
 1. October 18-21: Attended the National Indian Education Association Convention and Trade Show in Albuquerque.
 - ii. Curriculum Development: Reviews and writes Physical Science content to be embedded.

c) Staff Development Specialist (Kimberly Addington)

- a. Role: Ensure all instructional staff have the necessary skills, materials, and support for high-quality instruction. Assist the Director of Curriculum in successfully implementing a districtwide, culturally relevant curriculum.
 - i. Trainings
 - ii. Site Travel
 - iii. Teacher Support
 - iv. Curriculum Development

d) Staff Development Specialist-Literacy (Kristen Woodie)

- a. Role: To provide additional support in the ongoing professional development and to Support early literacy. To assist staff members with district initiatives including improving teacher practice and academic coaching.
- b. Funded by LIT Grant
 - i. Site Travel Reports
 - ii. Professional Development
 - iii. Parent Engagement
 - iv. Book Distribution
 - v. Instructional Support
 1. RTI/MTSS
 2. Literacy Coaching
 3. Other

e) Reading Specialist (Vacant)

- a. Role: To collaborate with Administration and Staff in the development of data-based instructional interventions and monitoring of students' response to interventions, utilizing District approved programs.
- b. Funded under CLSD Grant.
 - i. Moved to MOA w/SERRC, REL, or Region 16

3) Programs

a) Preschool (In Strategic Development)

- i) November 30th TS Gold benchmarks are due.**

b) Iñupiatun Language & Place-Based Science Curricula Development

i) (In Strategic Development)

ii) Indian Education Funding Available

- (1) Placed Based Science Curriculum (Indian Ed Grant (360) -> Formula grant)**

- (2) Classified Position rolled into the MOA w/IRAs Professional & Technical \$171,000
- (3) Supplies \$38,000
- (4) Certified EDCs \$9,500.00 (2x a year) Advisory Committees: Friday & Saturday.
- (5) Travel \$25,000
- (6) Staff Development Salary
- iii) **NWABSD ANEP Grant (3 Years)**
 - (1) Physical: Joy
 - (2) Project Manager: Tracy
 - (3) \$20,000 for translators.
 - (4) Place Based Curriculum Consultant
- iv) **Next Steps**
 - (1) Identify Language Bearer Team: People to be a part of writing that curriculum that know the area.
 - (2) Inupiaq Teachers serve as Cultural Activity Culture Bearers: for weaving in the cultural activities.
 - (3) Curriculum Organization; Pacing Guide, Scaffold, Lesson Plan, and Assessment
 - (4) Monies for the Regional Elders Council (4-5) to support curriculum.
 - (5) Present at REC and ILC for feedback and guidance.

4) Grants

a) Perkins (CTE) received an additional \$21,138.53 in funding.

b) Civics Engagement for Rural Alaskan Students (CERAS)

1. Project Outcomes/Objectives

a. Students

- i. 100% of participants report high interest in local, state, and national issues.
- ii. 100% of participants indicate plans to help others become knowledgeable about civics.

b. Curriculum

- i. Curriculum embedded pre/post assessments show user increase in Alaska Native government and civics knowledge.

c. Educators

- i. 100% of participants report increased confidence in pedagogical knowledge for teaching civics.
- ii. Annually, at least 25 participating teachers become highly qualified to teach civics in Alaska.

d. Youth Engagement

- i. Increase youth precinct workers over baseline 2022.
- ii. Increase in Alaska youth participation in elections over baseline in 2022.
- iii. Pre/post among participating students on a civics knowledge/interest/engagement survey.

2. District Opportunities

a. RTI/MTSS Registration

- i. 5 Initial Partners get up to 10 no cost registrations for RTI/MTSS 2024
- ii. Close-Up (Washington DC) 4/28 (6 days/5 nights)

c) Federal LIT Grant

- i) **Goal 1:** To provide relevant “take home” books to students 3 years old through grade 12 in NWABSD region twice during each academic year.
 - (1) Objective 1: In cooperation with teachers, administration, parents, and community develop annually a list of quality books for children ages 3- grade 12.
 - (2) Objective 2: To develop a reading activity for each set of books appropriate to content and age level.
 - (3) Objective 3: To develop related “home” activities for each set of books as outlined above.
 - (4) Objective 4: In cooperation with the teachers, teach the related lesson to each grade level of students prior to the book distribution.
 - (5) Objective 5: (Literacy Nights) In coordination with school libraries, twice annually each school will conduct parent/community sessions to discuss the book distribution and related activities.
 - (6) Objective 6: To distribute “take-home” books twice annually to 100% of the children age 3- grade 12 with accompanying “at-home” discussion and activity sheet.
 - (7) Objective 7: To provide an additional “take-home”, self-selected book per year for children age 3 to grade 12.
- ii) **Goal 2:** To provide literacy related professional development to NWABSD educators.
 - (1) Objective 1: To develop, deliver and support professional development in-service related to literacy best practices twice per academic year for NWABSD educators.
 - (2) Objective 2: To conduct developed literacy in-services twice per academic year at each NWABSD site. Literacy Specialists will visit each site 4 times per year to coach teachers within the literacy skills and strategies. The emphasis will be on researched best practices. Skills and strategies will focus on Literacy (reading, writing, speaking, listening and viewing). Each subsequent year adding a new emphasis of literacy but understanding the integration of each literacy area.
 - (a) Year 2 Focus: reading
 - (b) Year 3 Focus: writing
 - (c) Year 4 Focus: speaking
 - (d) Year 5 Focus: listening and viewing
- iii) **Goal 3:** To provide technology integration and support for literacy activities within NWABSD.
 - (1) Objective 1: To support an on-line literacy related web-based connection for parents and students to utilize at-home (Digital Library).
 - (a) Advertising our district platforms
 - (2) Objective 2: To investigate, procure and publish on-line professional development activities for all NWABSD educators.
- iv) **Goal 4:** To procure feedback from students, educators, and parents/community on the effectiveness of the Literacy Connections project.
 - (1) Objective 1: To develop an online survey/questionnaire for each group – students, educators, parents/community related to the book distributions (**2x per year**).
 - (2) Objective 2: To conduct the online surveys/questionnaires annually, compile results and use for refinement of the program.
 - (3) Objective 3: To develop and conduct an online survey annually for educators related to the professional development components.
- v) **Goal 5:** To decrease the percent of non-proficient students in language arts as measured on state testing.

- (1) Objective 1: To decrease the percent of non-proficient students by 2% per year as assessed on the annual district/state assessments.
- d) Comprehensive Literacy State Development (CLSD) Grant
- e) In Development
 - i) Alaska Native Education Program (ANEP)
 - (1) Creating Cultural Competence (C3)
 - (a) **Goal 1: Increase the number of teachers and educational leaders from the Northwest Arctic Region.**
 - (i) Objective 1: NWA students have the opportunity to learn about and experience education careers.
 - 1. M: 21 NWABSD students join Educators Rising cohort over three years
 - 2. M: 75% of EdRising students attend a gathering in Kotzebue in Y2 & Y3
 - 3. M: 5 NWABSD students in Educators Rising attend the national ER conference each summer
 - 4. M: 75% of EdRising students have opportunities to explore teaching careers in the local context
 - (ii) Objective 2: NWA students interested in education careers receive culturally grounded mentorship.
 - 1. M: 21 NWABSD students participate in Aqqaluk Trust's after-school programming
 - 2. M: 100% of C3 participants attend a workshop on the context/history/importance of the "grow our own teachers" movement/work in NWA
 - (iii) Objective 3: Hire a contractor to produce a campaign highlighting locally grown teachers/importance of teaching/"there's no better way to live out Inupiaq values than by being a teacher" (-Margaret Hansen)
 - 1. M: Engage at least 3 local orgs to participate
 - 2. M: Engage at least 10 local individuals to participate (including educators and non-educators)
 - 3. M: Share campaign with all NWAB communities
 - (iv) Objective 4: Support planning and pilot implementation of an education "pillar" at Alaska Technical Center (ATC).
 - 1. M: Create a position at ATC dedicated to gathering data to inform what an education "pillar" at ATC could look like, including interviewing school staff and community members across the region to identify barriers to becoming certified teachers
 - 2. M: ATC staff issues a final report/proposal identifying pathways for students and adults to pursue education careers that ATC could implement
 - 3. M: Implement first steps toward a pilot education "pillar" in Y3.
 - (v) Objective 5: Support NWA youth and adults through the path of becoming certified
 - 1. M: Create a position at ATC dedicated to admin support & reducing barriers for individuals interested in working in education.
 - 2. M: Convene cohort of paraprofessionals and support them toward earning AA
 - 3. M: X% of participants in that cohort complete X# of AA courses
 - (b) **Goal 2: Increase the number of students who report that their schools feel more culturally responsive.**

- (i) Objective 7: Teachers, educators and administrators in their first 5 years at NWABSD will have the opportunity to participate in a cohort-based program to learn about the culture of the community they teach in, and to develop a deeper understanding of their own racial, ethnic, and cultural identities and how those identities shape their values and assumptions about education.
 - 1. M: 45 teachers, educators, and administrators in their first 5 years at NWABSD will participate in the C3 program.
 - (ii) Objective 8: NWA students and educators have the opportunity to participate in cultural immersion experiences together.
 - 1. M: 45 students will participate in a culture camp each summer
 - 2. M: Students who attend camp will report increased cultural knowledge/skill sets, a stronger sense of cultural identity, and a deeper understanding of the local and regional cultures of NWA.
 - 3. M: 100% of C3 participants will participate in a culture camp.
 - (iii) Objective 9: C3 teachers have the opportunity to connect with local community mentors
 - 1. M: 90% of C3 teachers report doing 4 out-of-school activities with their mentor
 - 2. M: 90% of C3 teachers report inviting 4 community guests to the school to work directly with students (on a cultural activity, speak on a topic related to a standard/something being taught...)
 - 3. M: [X%] ASC committees participate in C3 educators' arrival
 - (iv) Objective 10: Teachers have opportunity to/are supported to incorporate more local knowledge, language and traditions into their classroom practices
 - 1. M: 100% of C3 teachers in their second year of the program complete a course that supports them in revising curriculum in culturally responsive ways
 - 2. M: X# of NWABSD teachers participate in Professional Learning Communities (PLCs) dedicated to developing Alaska Studies and history curriculum.
 - 3. M: X# of EdRising students participate in supporting curriculum revision (during PLCs?)
 - (v) Objective 11: C3 educators self-reflect on their own journeys of becoming more culturally responsive in supportive cohorts.
 - 1. M: 90% of C3 educators participate in two in-region midyear gatherings with their cohorts
 - 2. M: 100% of C3 educators who attend camp will pass the accompanying seminar in Multicultural Studies.
- (2) Place-Based Science Curriculum Development
- (a) Objectives in development.