

MEMORANDUM

TO: Superintendent

DATE: June 5, 2024

FR: Director of Curriculum and Instruction

SUBJECT: Department Report

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

1) NWABSD Strategic Goal 2: Instructional Supports

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

a) Multi-Tiered System of Support (MTSS)

- i) Department staff continue to develop a system compliant with the Alaska Reads Act (HB114), focusing on research-based strategies and materials, literacy screening, individualized improvement plans, intensive intervention services, and additional support to ensure all students receive structured and effective instruction in the five key areas of reading.
 - (1) Curriculum Director and staff meets with DEED monthly and on an ongoing basis to receive support and clarity on implementation requirements.
 - (2) An update of the End of Year (EOY) Benchmark
 - (3) Inservice 2024 is in development as well as Professional Development plan for FY25.

b) Objective 2: Safe and Civil Schools Refresh

i) Site and Instructional Support

- (1) Susan Isaacs, Curriculum Director, and Superintendent Walker will be meeting on 05/24 to discuss FY25 Professional Development, onboarding outlines, and feedback for next year. This has been delayed allowing Ms. Isaacs' to navigate personal matters.

2) Instructional Support Staff

a) 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. Curriculum Development:
 - 1. Continues to actively review and write Physical Science content to be embedded with Iñupiatun.
 - 2. Presented to High School Science staff on Place-Based Science Curriculum Project status.
 - 3. Identified members of committee; Denise Keys (BKC), Mhadelle Lughod (SHG), Bill Johnson (WLK)

b) Staff Development Specialist (Kimberly Addington)

- a. Ensures 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. Travel is complete for spring semester.
 - ii. Training

1. Kim Addington attended the Phonics for Reading Training with Anita Archer on April 18th.
 2. Attended the Alaska Science of Reading Symposium April 19-22
 - iii. Math Program Implementation
 1. Continues to support the Curriculum Director with structuring and implementation of Clear Math (K-5) and Reveal Math (6-12) for the 24-25 school year.
 - iv. iPad Refresh
 1. Continues to research current iPad Applications and creating a collaborative process for teachers to provide input.
- c) *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.
 - i. **Travel** will continue for the spring semester.
 - ii. **Training**
 1. Provided full-day training session during February Inservice for teachers and principals on mClass Assessment & Progress Monitoring.
 2. Kristen Woodie attended the Reading Specialist Training with AK Deed on April 18th.
 3. Attended the Alaska Science of Reading Symposium April 19-22
 - iii. **Book Distribution**
 1. Book distributions are taking place during travel in the 4th quarter.
 - iv. **Professional Development**
 1. Continues to provide site support around Individual Reading Intervention Plans and mClass data analysis.
- d) *Staff Development Specialist-Literacy (Jacob Ray)*
- 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.
 - i. Jacob is transferring in from Selawik and will join our department July 1st.
- e) *Staff Development Specialist-Literacy (Interviews Pending Scheduling)*
- a. Role: To provide additional support in the ongoing professional development and to Support Iñupiaq Iisautri. To assist staff members with district initiatives including improving teacher practice and academic coaching.

3) Programs

- a) Preschool
 - i) Districtwide Early Learning Program (PK) Grant
 - ii) NWABSD will Partner with AK Thread to participate in Learn and Grow's Quality Assurance Program.
- b) Iñupiatun Language
 - i) Language and Culture - Iñupiaq instructors work on a scope and sequence, grade-level assessments, and vocabulary development during their meeting times on Mondays.
 - ii) Professional Development – Instructors attended NWABSD's Iñupiaq Language Retreat facilitated by Roger Franklin.

4) Grants

- a) Perkins (CTE) received an additional \$21,138.53 in funding.
- b) Civics Engagement for Rural Alaskan Students (CERAS)
 - i) Update: 12 students and 3 chaperones attended Close-Up in Washington D.C. Close-Up (Washington DC) 4/28 for 6 days and 5 nights.
- c) LIT Grant
- d) Comprehensive Literacy State Development (CLSD) Grant (Final Report Submitted 05/10th)
 - ➔ Goal 1: To increase the number of students proficient at each grade level (K-5) by 3%, as measured on the Fall 2023 to Spring 2024 DIBELS assessment.
 - Update as of 05/20: Goal Met, 36% 305 students scored well below proficient in September 2023. As of 05/20/2024, 168 students are proficient by the EOY May benchmark indicating a overall percentage of 36%.
 - ➔ Goal 2: To provide professional development in literacy materials, strategies, and assessment data at least three per year.
 - Goal Met:
 - **New Teacher In-Service:** All PreK-3 teachers participated in an intensive Early Childhood Reading Instruction (ECRI) onboarding session led by Shelby Skaanes. This foundational training was crucial for new teachers to understand effective early literacy instruction.
 - **August 2023 In-Service Highlights:**
 1. Science of Reading Presentation: Lexie Domradzki and Shelby Skaanes conducted an essential session for all staff, focusing on the Science of Reading. This session provided a comprehensive understanding of how the brain learns to read and underscored the importance of high-quality reading instruction.
 2. Differentiated Reading Instruction: Lexie Domradzki presented on tailored reading instruction approaches for different educational levels: Structured Literacy for PreK-5, Supporting the Science of Reading for Grades 6-12, and Leadership in the Science of Reading for Principals.
 3. Paraprofessional Training: All paraprofessionals underwent an intensive ECRI training session with Shelby Skaanes, ensuring consistency and quality in early literacy support across all classrooms.
 - **Special Training Sessions:** mClass Training: On August 28th and September 11th, all K-5 teachers and principals participated in mClass training. These sessions were pivotal in initiating the data-based decision-making cycle and provided an overview of the mClass assessment system.
 - **Ongoing Support:** Personalized Site Support: Throughout the year, Kristen and Kim Addington provided personalized support during site visits and upon request from principals.
 - **February In-Service Sessions:** mClass Reports and Interventions: On February 12th, Kristen led a session for all PreK-5 teachers on delving deeper into mClass reports, understanding progress monitoring, and identifying tailored interventions for students based on their literacy needs.
 - **Parent-Teacher Conference Preparation:** On February 19th, Kim presented strategies for K-12 teachers to prepare for Parent-Teacher Conferences. Additionally, Kim and Kristen offered further guidance to K-3 teachers on March 4th and 18th, specifically addressing Parent-Teacher Conferences in relation to HB114.

- **Recent Professional Development:** On April 8th, the Curriculum Department hosted office hours for one-on-one support regarding data analysis, interventions, and Individual Reading Improvement Plans (IRIPs). This support was particularly requested by the Noorvik and Shungnak schools. Spring Benchmark Preparation: Kristen and Kim are scheduled to prepare K-5 teachers for the Spring Benchmark on April 15th, with a follow-up troubleshooting session on April 22nd, coinciding with the commencement of benchmarking.
- ➔ Goal 3. To recruit and hire a reading specialist who will provide on-site support and coaching at each site twice per year.
 - Pending: *Modified to be a consultant w/HMH.
 - Lack of qualified staffing made this goal unattainable; project was revised to included consultant PD through HMH
- e) Submitted
 - (1) ANEP: *Ilisautri Project* (C3/EdRising)
 - (2) ANEP: *Iñupiatun Iljisaqta* (PK Immersion)

5) Adopted Curricular Programs and Platforms

a) Curriculum Review & Purchase Cycle

<i>Curriculum Area</i>	<i>Curriculum Review</i>	<i>Purchase Textbooks & Materials</i>	<i>Implementation</i>
Inupiaq Physical Science, Biology, and Environmental Science	2020-2025	Spring 2022-25 (Development)	2023-2026
Math	2023-2024	Spring 2024	2024-2025
Social Studies/Health	2025-2026	Spring 2026	2026-2027
Science K-8, HS Physics & Chemistry	2025-2026	Spring 2026	2026-2027
English Language Arts 7-12	2029-2030	Spring 2029	2030-2031
English Language Arts K-6	2029-2030	Spring 2029	2030-2031

Supplemental resources are reviewed and purchased as needed.

b) Current Adoption

- i) Math Review/Adoption-Complete
- ii) Preschool Curricula-Completed; The Creative Curriculum by Teaching Strategies has been identified as the Tier I Program for Preschool. Heggerty, Handwriting Without Tears, and TouchMath will remain supplemental programs.