

**(a) Need for Project (25 Points)**

In careful consideration for this proposal, Northwest Arctic Borough School District (NWABSD) provides support for the project need based on geographical remoteness, poverty levels within the district, academic achievement gaps as noted on State assessments, previous intervention status as imposed by the State, current school improvement status for all sites and other related implications.

The Northwest Arctic Borough is one of the most remote and sparsely populated areas in Alaska. It is located within the Arctic Circle along the coast of the Bering Sea. The closest urban centers of Anchorage and Fairbanks, accessible only by plane, are located 500+ miles from the borough. The population numbers only 7,200 people in 11 communities spread out over 37,000 square miles of tundra and scrub, an area roughly the entire size of Indiana. With more than 86 percent of the region's people being Alaska Native Inupiat Eskimo, the Northwest Arctic Borough is home to the highest concentration of Alaska Natives in the State. Over one-third of the Borough's residents are school-aged children (34%). NWABSD provides education to over 1950 students.

The Village of Kotzebue is the region's commercial and transportation hub and includes nearly half the Northwest Arctic residents with a population of 3,201 (2010 Census). Kotzebue has a shallow sea harbor that is ice-free for only 3 months of the year. The only year around access to the region is by air. It also headquarters the Northwest Arctic Borough School District (NWABSD). Kotzebue houses 3 of the 13 borough schools. NWABSD also provides pre-K classes and presently services 98% of the eligible 4-year-olds.

The Red Dog Mine provides limited employment in the Kotzebue area. Subsistence hunting and fishing provide the main source of livelihood for the majority of the region's residents. The Borough's average annual unemployment rate is approximately 16.2 percent with the Alaska State average being 7 percent (March 2012 unemployment rate Northwest Arctic Borough, [www.labor.State.ak.us](http://www.labor.State.ak.us)). However, this number is misleading as 42.1 percent of the region's adults are not even part of the work force (U.S. Bureau of the Census). Consequently, the region has one of the highest poverty rates in the State. Over

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eighty-three percent of the district's students are eligible for free or reduced lunch. (The sites range from 49-92% of the students eligible for free or reduced lunch.) All of NWABD's schools are Title I designated school-wide.

The other half of the Northwest Arctic population resides in the ten outlying villages that range in population from 142 (Deering) to 772 (Selawik) and are located from 43 to 156 air miles from Kotzebue. There are no roadways connecting the villages, nor any roads connecting any part of the region with the rest of Alaska. Travel within the borough is by small bush plane and seasonal transportation, e.g. boat, in the summer and snowmobile or dogsled in the winter. The geographic isolation makes the cost of basic necessities very high and restricts access to educational resources and opportunities. In addition, the average NWABSD village student lives in a two to three room cabin that can be characterized by lacking complete plumbing facilities (22.4 percent) or lacking complete kitchen facilities (20.7 percent).

In the Northwest Arctic one out of every four adults over the age of 25 has neither a high school diploma nor a high school equivalent degree. This is twice the State's average. Of that adult population, 14 percent dropped out of school before ninth grade, a rate that is almost four times the State average. In a NWABSD 2004 GEAR-UP survey of parents whose children attended village school, over 30 per cent indicated they did not believe their children would graduate from high school. Sixty percent did not believe their children would ever achieve a four-year college degree.

The NWABSD student population is over 95 percent Alaska Native. The district children enter school with limited vocabulary since they speak a type "village English" that is distinguished by incorrect tense, mixed genders and pronouns, dropped prepositions and incorrect sentence structure. Of the 1950+ students in the district, over 555 have been identified as limited in English proficiency. They also have a limited understanding of the Inupiaq language. Many of the grandparents speak Inupiaq with parents speaking English with a limited understanding of Inupiaq. Over 85% of the students are within the poverty level.

Based on the District's Standards Based Assessment (SBA, grades 3,6,8) and High School Graduate Qualifying Exam (HSGQE, grade 10) data from Spring 2009-11 testing, the percentage of students proficient in Language Arts (Reading and Writing) and Math are below the State required percentages for NCLB.

Table 1: Percent of students proficient in SBA (Alaska Standard Based Assessments)

Grade Level	Reading			Writing			Math			Science		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
3	54.42	52.03	52.1	49.32	38.78	42.6	57.53	51.02	48.6	NA	NA	NA
6	45.53	50.35	40.9	41.94	43.97	36.4	46.34	53.90	46.1	NA	NA	NA
8	45.05	64.29	59.3	41.18	46.77	49.2	45.05	56.35	45.3	16.95	25.41	16.7
10	50.85	49.14	41.8	52.10	44.25	46.7	42.74	37.72	39.1	24.11	29.73	24.2
District		55.03	46.9		45.64	42.9		49.54	43.5		21.84	17.1
<b>State Target</b>	<b>77.18</b>	<b>77.18</b>	<b>82.88</b>	<b>77.18</b>	<b>77.18</b>	<b>82.88</b>	<b>66.09</b>	<b>66.09</b>	<b>74.57</b>			

As noted above, the District student proficiency percentages are below the State's targets. In order to comply with the NCLB requirement of 100% student proficiency by 2014, the State of Alaska's target proficiency rates will increase as we move towards that date. If the trend continues as indicated in the above chart, the gap between the district's proficiency rate and State's target rate will increase as we approach 2014.

All of the District's 11 sites have not made AYP for the current school year. Of the 11 schools two are on level 1, one on level 2, and eight on level 5 for multiple years (ranging from 3-8 years.) NWABSD remains on Level 4. Previously the State placed NWABSD on Invention Status. That status was removed FY11 because of previous intervention and present district plans in place. The district is one of the selected districts in the State that is piloting a new annual planning and reporting system (STEPP). NWABSD continues to focus on intervention and instructional strategies to target students and academic areas of need. As of spring 2011 the graduation rate was 46.96%. Attendance rate was 87.10%. Attendance is a positive indicator as the district approaches the 90% attendance rate that is indicative of improved academic success. However, upon review of district data it is apparent that

attendance rates begin to decline in grades 9-12. This finding has an impact on student academic success rates and graduation rates.

Review of student suspension data for 2009-10 revealed the three major areas of concern reside in bullying/threatening, fighting and insubordination. Suspension reports for 2010-11 indicate the same three major areas with an addition of disorderly conduct. Over the two academic years across the district, reported suspensions rose from 138 to 218. This is an increase of almost 58 percent. While we realize many factors may be at play, the data demonstrates a trend and need for positive school climate and behavior intervention on a district-wide level.

NWABSD is dedicated and believes it is accountable for making the necessary improvements for educating students to live successful lives. Currently, systemic changes (pre-K-12) include the adoption of district-wide research based programs, professional development in Grade Level Expectations and Standards Based Education, curriculum based measurements for progress monitoring and outcome based education for proficiency in reading, writing and mathematics including vocational proficiencies.

The geographic isolation also provides challenges for sustained professional development for teachers and principals (site administrators). As a result, this CSAS will devote resources and time to sustainable professional development to enhance effectiveness of teachers and principals to create a positive school climate and as a result improve student academic growth, achievement and graduation rate. This will be directly addressed in the project design.

In summary NWABSD faces many challenges stemming from the geographical characteristics of the district. NWABSD recognizes the needs that the district population faces because of poverty and high unemployment levels. The district is also dedicated to improving the academic success of its students as indicated on State assessments. Students cannot achieve academic success if the school is not viewed as a safe place with positive school climate and positive student behavior. SCAS will address positive school climate and improved student behavior in order to affect student academic success, attendance and ultimately graduation rates.

**(b) Quality of Project Design (30 Points)**

“At the end of the day, a best practice is defined not by whether you like it; it is defined by whether or not it is effective.” (PD 360)

School Climate, Safety and Academic Success (CSAS) addresses improving student academic success through a district-wide effort to develop and implement school-wide responsibility and discipline. Through district-wide training, the district and schools will work together to make meaningful improvement in climate, safety, classroom management and individual student responsibility. Consequently, student academic growth and achievement should increase. NWABSD realizes the importance of quality curriculum and best practices within the classroom. These aspects of quality education have been addressed in a systematic on-going process over the past several years. NWABSD has adopted scientifically based curricula in language arts and math in accordance with Alaska State standards. The district has provided on-going professional development for all adopted curricula and will continue to provide additional training for new to the district teachers. Over the past several years through national, State and district trainers, NWABSD has developed processes for systematic review of student academic data (Alaska Standard Based Assessments). Time is devoted at the beginning of each year and throughout the year to analyze student academic data to inform instruction. AIMSweb assessments are also incorporated to analyze data for student academic growth. Both of these assessments are recognized by the State of Alaska. Recent efforts are verifying and carefully analyzing the curricula and alignment with State standards in language arts and math. The next step will be to align science curricula and State standards as the State identifies science academic target scores. With effective curriculum in place and professional development activities reflecting data analysis and characteristics of best practices established, the next logical step is to provide district and site support in improving the school climate. In effect, developing and implementing a system for monitoring and improving the systematic implementation of positive school climate, safety and behavior is the best way to support effective teaching and learning throughout NWABSD.

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Safe and Civil Schools provides the materials and strategies to guide educators in promoting positive school climate for academic success. The Training of Trainer model will be used to implement the concepts of CSAS within NWABSD. By providing administration, educators and staff with the training and resources of Safe and Civil Schools, NWABSD is providing the continuous knowledge base necessary for continued growth and change. District trainers will support the concepts and change by providing the professional development year after year to new hires and new students. By scaffolding the focus each year, reviewing the data and providing in-house support at district and site levels, CSAS will be able to provide the sustainability over time to truly effect positive school climate and academic success.

This grant request addresses Priority 1 through the support and advisory capacities of NWALT and Manilliq. This is previously referenced (see letter of support). In addition Priority 2, *Improving the Effectiveness and Distribution of Effective Teachers and Principals*, will be directly addressed through monitored observations, data gathering, professional conferencing and related professional development. Implementation within the classroom of best practices is crucial to the success of NWABSD students. With increased academic student success, attendance and graduation rates should also increase; consequently, Priority 3 *Turning Around Persistently Lowest-Achieving Schools* will be addressed. With more consistent classroom management and positive school climate, effective instruction and student academic achievement should improve.

The project design is built upon several key elements: communication within the district at all levels as enhanced by an Advisory Board; characteristics of effective teachers in creating a positive school learning environment; characteristics of best educational practices; on-going professional development and dialogues; sustainability within the district, sites and classrooms; and evidence of successes as indicated by classroom observations, student academic growth and achievement.

**ADVISORY BOARD:**

The Advisory Board will provide support and guide the project through open dialog among District Educational Leadership, Native community stakeholders and institutions of higher education. The make-up of the board will consist of representatives of regional Native organizations, NWABSD leadership, educators, parents, and other related stakeholders. The Advisory Board will meet annually in a face-to-face meeting the fall of each year. Subsequent audio conferences will be held in the spring of each year. As an integral part of the communication system the NWABSD School Board and local school councils will be involved with the particulars of the grant. Reports will be provided and shared semi-annually.

**PROJECT DESIGN:**

As mentioned above , CSAS builds upon a firm foundation of prior knowledge related to currently adopted scientifically based curricula, well established on-going scheduled assessments to measure student academic growth (AIMSweb) and achievement (State SBA's), processes for analyzing academic achievement and growth data, previous professional development related to the above aspects and the realization that consistent classroom application and implementation is the key to student academic success.

The key elements examined to develop CSAS relate to positive school and classroom climate and the impact on academic achievement. The project design will be implemented throughout the district and includes effective professional development, identification of resources, research that supports positive school climate, and the monitoring of site and classroom application and implementation.

**Effective Professional Development**

*“A consensus is emerging in CPD (continuing professional development) research that for CPD to be effective in enhancing teachers’ learning and impacting upon practice; it must be firmly rooted in the day-to-day complexities of teaching. (Armour, 2002)*

School districts usually begin the year with professional development for educators. Throughout the year in-service days may be used to refocus on curriculum, student data or new technologies and

ideas. Most educators and researchers agree that sustained professional development is more successful for effective teaching than a single shot in the arm approach. Sparks (2002) scoured CPD research from around the world to determine several characteristics of effective CPD:

- Focus on deepening teachers' content knowledge and pedagogical skills;
- Include opportunities for practices, research and reflection;
- Embed it in educators' work and takes place during the school day;
- Sustain over time; and
- Must be founded on a sense of collegiality and collaboration among teachers, and among teachers and principals in solving important problems related to teaching and learning.

### **Identification of Resources**

NWABSD has a strong history and relationship with local and State resources that will enhance this project.

- University affiliations
  - University of Alaska and local Chukchi campus – this will be more fully discussed in the management plan, but instructors and courses can be developed and implemented with support from the State university
  - Alaska Pacific University – NWABSD has participated in ANE grants through APU for over six years. Through previous APU ANE grants, APU has developed professional development coursework in instruction, questioning strategies, differentiated instruction, teacher practice, formative assessment, etc. This coursework is available through a web delivery model that includes discussion and classroom application.
- Collaboration and In-service time – continued throughout the year
  - Alaska Staff Development Network (ASDN) is a training arm of the Alaska Council of School Administrators. It offers professional development opportunities for Alaskan educators.

- Traditionally NWABSD conducts a district-wide beginning of the year (August) in-service for all educators (held in Kotzebue). National presenters instruct in the adopted district scientifically based curriculum, technology and any other district project. Returning teachers are also available to support new to the district teachers in curricula and programs.
- Weekly collaborative meetings at individual sites (schools) have been built in to the weekly schedule as a collaboration time for educators at each site. Developed material will focus on Safe and Civil School curriculum through specific topics each month. Site data and analysis can also drive the discussions and implementation.
- The model for implementation of CSAS will include a “Trainer of Trainer Model.” Twenty-seven district personnel will train in the Safe and Civil Model. This will provide at least one in-district trainer per site to support and mentor on-site administrators in the model of Safe and Civil Schools. The resources and curriculum provided by Safe and Civil Schools provides clear curriculum and strategies at all levels to involve educators, parents and students in developing and maintaining a positive school climate.
- Annually district educators will be selected to attend additional training in the model. The goal will be to increase site personnel with in depth model training. By sending different school personnel to the national training, sustainability will be increased within NWABSD.
- A year long course will be developed to facilitate discussion, training and implementation of Safe and Civil Schools. The model will build on positive school climate and safety by incorporating additional strategies every year that build on previous concepts.
- Paraprofessionals will be included in all district/site professional development and collaborative meetings. Targeted professional development will also be tailored to their specific educator roles.

- Site Parent and community workshops and meetings will explore CSAS and positive ramifications for school, home and community.
- CSAS will focus annually on sequential concepts that build on the previous year's concepts and data. The Budget Narrative will further expand on this item.
- Student involvement and incentives with active participation and responsibility.

### **Research that supports Positive School Climate**

*When you're screwing up and nobody says anything to you anymore, that means they've given up on you.* Randy Pausch, author of *The Last Lecture*

Teachers report that the number one cause of burnout is dealing with difficult students. (Mendler, 2012) As suspensions rise within a district, teacher and student behavior may change within the school. Educators must develop plans, strategies and processes for building positive classroom climates and student expectations. Sprick relates that “the best time to have an impact on student behavior is the first day of school.” Students within NWABSD may transfer among the sites periodically throughout the year. Unified, cohesive, focused management plans and implementation of classroom strategies and student responsibilities would have far reaching effects. Many researchers report that it is necessary to have a collective attitude among the teaching staff that is both positive and supportive. The National Association of School Psychologist reports that “a school with a positive school climate is a place where teachers, students, and parents feel welcomed and supported. It is a place where people come together not because they have to, but because they want to.” The research is clear and decisive in that when a positive school climate exists with clear expectations, a climate for academic success will also be fostered. Every student deserves to be an integral part of the learning environment.

**Improved school climate is a goal to pursue. Educators need to constantly work toward improving their school climate, culture and conditions so that student learning is improved.**

Minneapolis Public Schools, *Creating a Positive School Climate for Learning*

As Randall Spick summarizes “when you implement class-wide systems appropriate to the collective needs of your students, you can enhance student motivation to behave responsibly and strive for success.”

**Monitoring of Classroom application and implementation**

By establishing professional development learning communities and supporting systematic professional development, CSAS will support positive school and classroom behavior and student responsibility. The CSAS Project will target the following goals and objectives:

Goal	Objectives	Outcomes
1. To decrease rates of suspension, expulsion, and truancy throughout NWABSD by 15% per year.	1.a. 100% of the site administrators will participate in professional development related to Safe and Civil Schools outlined within the grant. Mandatory training would be required through direct district training at the beginning of the school year. Additional professional development will be done through educational materials provided through August In-service, PD360, universities and/or Alaska Staff Development Network (ASDN), on-site monthly Safe and Civil School Collaborative meetings. 1.b. 100 % of site administrators will be trained in reporting data on suspensions, expulsions, and truancy so that data will be consistently reported.	Safer schools  Better student attitudes and behaviors  Increased student academic success  Long term social behaviors  Increased student responsibility
2. To increase consistency in classroom management and positive student behavior throughout the district.	2.a. 95% of the teachers will attend Safe and Civil School professional development training at the beginning of the year district in-service. This professional development will be done through educational materials, workshops and inservices provided through August In-service, Safe and Civil Schools, PD360, universities, ASDN (Alaska Staff Development Network, and related entities. 2b. 90% of the teachers will attend training in the processes and strategies to improve district and school safety and positive climate throughout the year via monthly on-site meetings with staff.	Improved teacher knowledge in observable effective classroom management strategies  Improved teacher success in implementation of best practices in academic areas  Increased student proficiency as measure by growth (AIMSWeb), District curricula measures and

	<p>Annual concepts will build upon previous concepts and data.</p> <p>2.c. 90% of students will report an increased positive school and school safety attitudes as measure in a student survey administered in August and April annually. (Comparison of survey administered August and April)</p> <p>2.d. 100 % of the sites will develop and implement school-wide positive climate plans.</p> <p>2.e. 100% of the classrooms will develop positive classroom management and discipline plans.</p> <p>2.f. 90% of the teachers and staff will report an improvement in student attitudes and behavior as measured on a survey administered annually in August and April.</p> <p>2.g. 100% of the site administrators will incorporate information and opportunities for parents and community within this project.</p> <p>2.h. 70% of the students’ families will be represented at the parent/community meetings.</p>	<p>achievement (Alaska State assessments)</p> <p>Increased student and teacher awareness of positive school climate and behavior</p> <p>Increased parent and community involvement within the project</p>
<p>3. Increased student academic success, attendance and graduation rates</p>	<p>3.a. 70% of the students will show academic growth as measured twice per year in language arts and math by district wide AIMSWeb assessments</p> <p>3.b. The number of students assessed in annual Alaska Statewide SBA’s in reading, writing and math who are not proficient will be decreased by 10% each year (definition of Safe Harbor by the State).</p> <p>3.c. The district graduation rate will increase by 10% per year of the grant</p> <p>3.d. The district attendance rate will increase by 1% per year of the grant for a total of 3% during the grant period.</p> <p>3.e. 70% of the students will demonstrate mastery of K-6 Reading and Math Curriculum as assessed by routinely scheduled curriculum unit assessments provided by McMillan McGraw Hill.</p>	<p>Increased effective school climate and safety should directly transfer to student academic success, attendance and graduation rates.</p>

During the three year grant period, the *CSAS Project* will serve all NWABSD district office personnel, site administrations, teachers, staff and students. The *CSAS Project* will continue a partnership that has proven what partners do best, which is to meet the significant needs that help to strengthen relations between the district, school sites and the communities they serve while fostering successful student social readiness, academic growth, and student responsibility.

**(c) Quality of Management Plan (20 Points)**

NWABSD has been providing the Northwest region local school based education since 1976. During that time the district has worked closely with Alaska Native communities to incorporate the Native culture and values. This is characterized by active participation in school site-based Inupiaq Days and involvement in community activities. NWABSD has previously used U.S. Department of Education Grants to support the academic growth and success of students. NWABSD has successfully managed 21<sup>st</sup> Century, Academic Remediation and Enrichment of Skill (ARES), and GEAR-UP grants in recent years. Previous ANEP grants include the following:

- *Getting Ready to Learn* helped to lay the ground work for early childhood education and parent understandings;
- *Step Up to Learning (SUTL)* provided academic and social learning for 4-year-olds in order to be better prepared for kindergarten and successful learning; and
- *Expanding Horizons (EH)* provided extended vocational educational opportunities for juniors and seniors to move into college and/or occupational training after high school graduation.

NWABSD has also partnered with other entities to further support and develop opportunities for its students and educators. Alaska Pacific University's (APU) *EDI* Grant provided NWABSD educators with additional professional development and undergraduate degree opportunities that will relate to *SUTL Project*. As noted previously, NWABSD's active involvement in *NWALT* has provided opportunities for community support and involvement in the school district, thus ensuring Native voice. Pre-discussions

and meetings to establish grant possibilities and directions have occurred with Northwest Arctic Borough, NWABSD School Board, University of Alaska – Chukchi Campus (Pauline Harvey), Alaska Pacific University (Dr. Tracy Stewart, Academic Dean), Maniilaq (Ian Erlich), NWAB (Martha Whiting), NANA (Gladys Pungowiyi) and NWABSD (Norman Eck). (See Advisory Board and Consortium Agreement)

The development of this grant request has basis in existing support of NWABSD educational programs, previous grant work, and requests from borough and Native organizations. Recent borough and school board meetings and discussions with Superintendent Dr. Norman Eck pinpointed the need for increased emphasis on safe and civil schools. NWABSD has systematically adopted scientifically based curriculum, monitored student progress through the growth model (AIMSWeb), academic assessments (Alaska SBA's) and formative assessment within classroom. It is time to focus on positive school climate and student attitudes/ behaviors.

Over the past several years, NWABSD has put in place a firm foundation for this grant request. The district has adopted and acquired recognized scientifically based core curriculum in language arts and math. Professional development has been extensive in the curriculum and provided to all district personnel. With data indicating a rise in disruptive student behavior and attitudes, a district-wide focus on student behavior plan needs to be implemented to turn the tide.

In order to support the proposed CSAS plan research has been explored in several areas:

**Structuring for Classroom Success, Teaching for Expectations, Focusing Positively on Student Behavior and Attitudes, and Educator Interactions.** Research is clear that effective teaching is an on-going process of learning and application with self-reflection at the core.

In addition to the existing background basis to implement the *CSAS Project*, key personnel are significant to the delivery of the project activities and the achievement of the goals and objectives (resumes and position descriptions in Other Attachments). The Project Director LeeAnn Tyree (no funds to be paid out of this grant) will be responsible for the overall grant budget. LeeAnn Tyree has an M.E. Educational Leadership, a MA in Literacy, and holds Type A and B licensure. Ms. Tyree is the Director

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of State and Federal Programs with the responsibilities of managing education grant programs. She has extensive budget experience. She will work closely with the Project Manager on budget items, expenses and activity coordination. She will coordinate with other NWABSD directors as relevant. The Project Manager, Linda Saito, will provide the direct supervision of the project and activities. Ms. Saito has an MA in Music Education and holds Type A and B Licensure. She is the Director of Curriculum and Instruction. The *CSAS Project* is directly reflected in NWABSD’s strategic plan to increase student responsibility and positive school climate. Both Ms. Tyree and Ms. Saito will work closely with Project Manager Independent Evaluator, Karen McCain. Ms. McCain , MAT, is a licensed (certified) Alaskan educator since 1969. She has been actively involved with many Alaskan school districts and organizations providing workshops and educational consulting services. She has had a private consulting business since 1985. Ms. McCain has experience in the university setting in both the public and private sector. She is currently an Assistant Professor and Director of the Master of Arts Program at Alaska Pacific University. She has also been involved with ANE projects for the past several years. The Independent Evaluator will work closely with the Project Director and Manager to provide information and direction for the life of the grant.

<b>Goal 1: To decrease rates of suspension, expulsion, and truancy throughout NWABSD by 15% per year.</b>			
<b>Objective or Task</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Milestones/Evaluation Data</b>
<b><i>Obj.1a.</i> 100% of the site administrators will participate in professional development related to Safe and Civil Schools outlined within the grant. Mandatory training would be required through direct district training at the beginning of the school year. Additional professional development will be done through educational materials provided through August In-service., PD 360, university and/or Alaska Staff Development Network (ASDN), on-site monthly Safe and Civil School Collaborative meetings.</b>			
Planning and implementation of training and on-going meetings. Build each successive year on previous year’s concepts.	Project Manager	Three year cycle for implementation with emphasis on various aspects each year.	Agendas Attendance Professional development plans and budgets Meeting minutes

Budget allocation for Safe and Civil School professional development	Project Director Project Manager	At least quarterly	Budget requests Purchase orders
Purchase of materials for educators, staff, students, parent/community	Project Director Project Manager	Initial purchase and annual review for necessary materials	Budget requests Purchase orders
<b>Obj. 1.b. 100 % of site administrators will be trained in reporting data on suspensions, expulsions, and truancy so that data will be consistently reported.</b>			
Training as described above and in narrative	Project Manager Public Relations Coordinator	Annually	Agenda, meeting notes, attendance
Quarterly monitoring of reporting of data and implementation of program	Project Manager	Quarterly	District reports
<b>Goal 2: To increase consistency in classroom management and positive student behavior throughout the district.</b>			
<b>Objective or Task</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Milestones/Evaluation Data</b>
<b>Obj. 2.a. 95% of the teachers will attend Safe and Civil School professional development training at the beginning of the year district in-service. Additional professional development will be done through educational materials, workshops and in-services provided through District-wide August In-service, Safe and Civil Schools, PD360, universities, ASDN (Alaska Staff Development Network, and related entities.</b>			
Scheduling and implementation of District- wide August in-service	Project Manager Project Director	Annual district-wide training	Agendas Attendance In-service evaluations Contracts, purchase orders
Additional professional development activities and opportunities –	Project Manager Project Director Principals	Annually – Reevaluation each semester	Attendance, agendas, self-reflections
<b>Obj. 2.b. 90% of the teachers will attend training in the processes and strategies to improve district and school safety and positive climate throughout the year via monthly on-site meetings with staff.</b>			
Scheduling of training for understanding and implementation  Subsequent years implementation of professional development and	Project Manager Project Director Principals	Annual district-wide training  Site based district	Agendas Attendance In-service evaluations Contracts, purchase orders

analyzing of data		training Collaboration meetings	
Purchase of training materials or coursework	Project Manager Project Director Principals	Annually – beginning of the year  Reevaluation each semester	Purchase of materials/courses – Purchase orders  Principals for distribution of materials
<b>2.c. 90% of students will report an increased positive school and school safety attitudes as measure in a student survey administered in August and April annually. (Comparison of survey administered August and April)</b>			
Development, implementation and data analysis of surveys	Project Manager Project Director	August and April	Data compiled electronically by Survey Monkey or the like  Analysis of data  Synthesis of data with Advisory Board, educators, etc.
<b>2.d. 100 % of the sites will develop and implement school-wide positive climate plans.</b>			
Development and implementation of School-wide (site) positive school climate plans	Site administrator Project Manager Project Director	August/September  March/April review	Actual plan as part of STEPP  Review by district office  Actual plan
<b>2.e. 100% of the classrooms will develop positive classroom management and discipline plans.</b>			
Development and implementation of classroom management plan	Site administrator	August/Sept  Mar/Apr review	Actual classroom plan  Periodic principal, teacher review and reflection
<b>2.f. 90% of the teachers and staff will report an improvement in student attitudes and behavior as measured on a survey administered annually in August and April.</b>			
Development, implementation and data analysis of surveys	Project Manager Project Director	August and April	Data compiled electronically by Survey Monkey or the like  Analysis of data  Synthesis of data with Advisory Board, educators, etc.
<b>2.g. 100% of the site administrators will incorporate information and opportunities for parents and community within this project.</b>			
Distribution, discussion and announcements of program	Public Relations Coordinator	Throughout the year  Minimum of	Publications  Copies

	Site Administrators	2 times annually	
<b>2.h. 75% of the students' families will be represented at the parent/community meetings.</b>			
Distribution, discussion and announcements of program  Planning and conducting of parent/community meetings/workshops	Public Relations Coordinator  Site Administrators	Throughout the year dissemination of information  Minimum of 2 times annually	Publications  Copies  Attendance sheets  Meeting agendas  Meeting minutes
<b>Goal 3: Increased student academic success, attendance and graduation rates</b>			
<b>Objective or Task</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Milestones/Eval. Data</b>
<b>3.a. 70% of the students will show academic growth as measured twice per year in language arts and math by district wide AIMSWeb assessments</b>			
Administration of AIMSWeb twice per year to students	Director of Assessment  RTI Specialist	Aug/Sept  Mar/APR	Electronic data on AIMSWeb
<b>3.b. The number of students assessed in annual Alaska Statewide SBA's in reading, writing and math who are not proficient will be decreased by 10% each year (definition of safe harbor by the State).</b>			
SBA's, HSGQE	Dir of Curriculum and Instruction	State Data annually	State Data
<b>3.c. The district graduation rate will increase by 10% per year of the grant</b>			
Increase of graduation rate annually	Project Manager	April annually	Graduation list and rate as determined for the State
<b>3.d. The district attendance rate will increase by 1% per year of the grant for a total of 3% during the grant period.</b>			
Daily collection of attendance data	Student Data Administrator	Quarterly	Data on Power School
<b>3.e. 70% of the students will demonstrate mastery of K-6 Reading and Math Curriculum as assessed by routinely scheduled curriculum unit assessments provided by McMillan McGraw Hill.</b>			
Math and Language Arts Unit Assessments (K-6) – determined by NWABSD schedule	Principal  Teacher	Post on Power School	Data on Power School
<b>Overall tasks and activities</b>			
Advisory Board and District team  <ul style="list-style-type: none"> <li>• Establishment of above</li> <li>• Meetings held August (to review annual updates),</li> </ul>	Project Director	Annually	Agendas, attendance, minutes, action items

<p>January (to review data and assist in recommendations), May (to review academic year data and plan for subsequent years)</p> <ul style="list-style-type: none"> <li>Dissemination of grant evaluation to stakeholders at reporting times</li> </ul>			
<p>Evaluation plan</p> <ul style="list-style-type: none"> <li>Hiring of outside evaluator</li> <li>Outside evaluator will visit Kotzebue annually in August, January, March and end of Academic year to review data, meeting with Advisory Board and District team for review and suggestions. On-going communication will be through email and phone conversations on a monthly basis.</li> </ul>	<p>Outside Evaluator Program Director Program Manager Superintendent</p>	<p>Annually as outlined</p>	<p>Agendas, communications, data reviews, reports</p> <p>August – review of grant guidelines, goals, objective and activities to refine and assign tasks as changes may occur within district personnel</p> <p>Review evaluation materials and feedback from all stakeholders to refine activities and tasks</p> <p>Confirm all professional development (PD) activities as related the grant</p> <p>Every month the outside evaluator will communicate with key personnel for budget and grant tasks to assure monitoring, student assessments, PD activities are on target with grant goals and objectives</p> <p>April/January – on-site visit by outside evaluator to review data and reports, establish next steps</p> <p>March – annual review of reports and data</p> <p>May/June – end of academic year review of data, feedback from participants and scheduling of next FY activities. Refinements as indicated by application</p>

The implementation of the management plan will begin with the anticipated start date of Oct. 1, 2013 or prior if notification is received. Revision of project procedures will be made as needed in response to the Independent Evaluator's process and outcome evaluation feedback with review and determination by the Advisory Board and District Team. In addition, activities will be monitored and improved upon with semester meetings of the District Leadership Team, and input from site administrators and teachers.

**(d) Adequacy of Resources (15 Points)**

NWABSD has maintained a school district for over thirty years and has developed and managed several grant-supported programs. NWABSD has successfully managed 21<sup>st</sup> Century, Academic Remediation and Enrichment of Skill (ARES), and GEAR-UP grants in recent years. Previous ANEP grants include *Getting Ready to Learn* (early childhood and parent involvement), *SUTL* (pre- kindergarten 4-year old education), and *EH* (junior and senior support for vocational and college bound education.) NWABSD has demonstrated the ability to manage and maintain accurate records for data collection and budgeting items.

The Project Director and Project Manager have been in their current NWABSD positions as Director of State and Federal Programs and Director of Curriculum and Instruction respectively for 7.5 years and 7 years respectively. They have been in the district for 10 and 14 years respectively. They are instrumental parts of the district's Leadership Team. They have coordinated on several district projects and grants. The positive working relationship is well established with all of the site-based schools throughout Northwest Arctic. Existing policies and procedures for hiring, curriculum development and curriculum selection are in place for NWABSD, thus ensuring a smooth process as curriculum is selected and adopted for the *CSAS Program*.

After the Leadership Team reviewed several programs for Positive School Climate, the decision was made that the best resource for district-wide support and implementation is Safe and Civil Schools. The program spans district, school-wide, classroom and individual student components. It is based on

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U.S. Department of Education recommendations. Additional resources will be used to provide applicable knowledge and strategies.

The key people have contacts and working relationships with personnel within the Northwest Borough, NANA, Maniilaq and other regional affiliations. They are integral members of the communities they serve.

The grant also utilizes additional support provided by universities. Professional development course tuitions and materials are supported in this grant for graduates and undergraduates. This is a benefit to the CSAS educators and the NWABSD. APU has a long, proven record of developing and delivering exemplary accredited higher education coursework to meet the diverse needs of Alaska, particularly to meet the higher education and professional development needs of rural Alaska Natives. APU and NWABSD have worked together to provide accredited coursework to educators for over 8 years; consequently, an understanding of the communities and cultures are firmly in place.

Chukchi Campus, University of Alaska – Fairbanks, has been housed in the Kotzebue community for years. Strong, positive relationships exist between the district and community members. Pauline Harvey, Director of the Chukchi Campus, has pledged support of the university to also provide professional development courses as appropriate.

Maniilaq has been a supporter of NWABSD throughout the district's history. NWALT members and supporters of the grant will provide Native voice and a representation of all stakeholders on the Advisory Board. These affiliations have aided in planning and support of previous grants, support of student learning and future ideas for the district.

NWABSD already has a history of providing materials and presenters in place for professional development. As described previously, community entities will provide additional support for professional development throughout the life of the grant

NWABSD has data from academic student assessments. AIMSweb has been in place in the district for several years. Benchmarks have been established and will be a good growth indicator for

academic growth in language arts and math. The Alaska State SBA's and HSGQE's will provide annual academic achievement data. Attendance and other data collected in District Power School will also provide systematic standardized methods of reporting. Formative and summative assessments as provided for the core subject areas K-6 provide achievement and diagnostic academic data to teachers and will also be accessed through Power School.

In summary, NWABSD has carefully planned to use existing opportunities, programs, and affiliations to support CSAS. The majority of the monies requested will be used directly for materials and implementation of ensuring best practices for Safe and Civil Schools being instituted and consistently demonstrated to ensure student academic growth. Coordination with existing NWABSD programs will help to support additional program costs.

The CSAS program will incorporate annual evaluation based on the CIPP Model and conducted by an independent evaluator. [REDACTED]; [REDACTED]; and, [REDACTED] are requested for the three years of the grant, with an in-kind contribution in the areas of Personnel and Equipment. The Budget Narrative explains how resources will be expended to accomplish the goals and objectives of the project.

**(e) Quality of Project Evaluation (10 Points)**

The evaluation of NWABSD's CSAS will be based on Stufflebeam's CIPP Model (Stufflebeam, 2003a, 2003b), and will be completed by Karen McCain (see resume). The CIPP evaluation model is considered a comprehensive framework for guiding evaluations of programs or projects. CIPP stands for Context, Input, Process, and Product, which represent the four types of evaluation that are applied in the formative and summative phases of the evaluation that the Program Evaluator will conduct of the CSAS *Project*. The model has already been used in the development of the CSAS *Project*: Context evaluation was an integral part of determining the best approaches to address the needs of Alaska Native NWABSD students in respect to increasing the effectiveness of classroom instruction through positive school climate and student responsibility, and promoting positive student academic growth; Input evaluation assessed strategies and resource allocation plans to maximize effective implementation of existing funds

and grant requested fund utilization; and Process and Product evaluation during the formative phase will begin when the *CSAS Project* is initiated in October 2013. The Process evaluation will track the activities described in the Management/Implementation Plan (Section c) as it is expanded and refined after the project begins. The Independent Evaluator will monitor events, meet with the Project Director and staff, assess student and faculty data, and report findings back to the Project Director to enable her and her staff to revise the plan, taking advantage of new successes and avoid previously unseen obstacles. The Product evaluation will assess outcomes of the *CSAS Project* as they occur, both positive and negative, and side effects of those outcomes, and will guide additional improvements in the Project based on the feedback of those data.

The accomplishment of each of the three goals of the *CSAS Project* will be determined specifically utilizing data and documentation related to that objective, each of which is written in a clear, straight-forward manner. The table in the previous section outlines specific related data collection for each goal and objective. In summary: **Goal 1: To decrease rates of suspension, expulsion, and truancy throughout NWABSD by 15% per year.** Data collection will focus actual data as recorded. **Goal 2: To increase consistency in classroom management and positive student behavior throughout the district.** This data is provided through in-service evaluations, student and teacher surveys and student data. There is historical data available in these areas. **Goal 3: Increased student academic success, attendance and graduate rates.** These assessments have been described in detail previously. The assessments have been in place and will provide the historical data to also assess growth over time and student achievement.

The objectives all have three-year outcomes. The Independent Evaluator will report her evaluation findings to the Project Director on a regular schedule to review accomplishments, assess to see if the *CSAS Project* is on course to reach the planned objectives and goals, and advise the Director and her staff on possible modifications to the project, if necessary, to improve the likelihood that all of the objectives will be accomplished. In addition to meeting with the Project Director to review Process and

Product (outcome) evaluation data, consistent with the CIPP Model, the Evaluator will also prepare semi-annual written reports to the Project Director and Project Manager and write both the evaluation section of the annual report to USDOE and an end-of grant-year report to comply with Federal guidelines and due dates.