

## NEED FOR PROJECT

Hoonah is a community of 760 people on Chichagof Island in Southeast Alaska, accessible only by small plane or boat. Few businesses and services exist: two small cafes, two little grocery stores, a fish processing operation, a summer tourist destination in an old cannery complex, one tiny marine hardware store, a boat harbor, school, city office, Post Office, Native corporation office, and a Forest Service office make up our community. Hoonah's economy has declined in the last decade, largely due to the demise of the once thriving timber industry. The population of Hoonah has *decreased by nearly 10% from 2006 to 2011* and the trend continues<sup>1</sup>. The 2009 Census revealed the average income of Hoonah Native households was [REDACTED], compared to the state average of [REDACTED]. 16% of Hoonah's people live in poverty, the highest among all Southeast communities. According to the Alaska Department of Labor, the January 2009 average unemployment rate in our census area was 22%, compared to 8.7% in Southeast as a region. High unemployment and low income for Native residents place extreme stress on our families. Poverty is directly tied to social problems, crime, drugs and low academic achievement. Geographic isolation, alcohol and drug use, a high percentage of single parent households, child abuse and neglect, domestic violence, poor nutrition, and poverty all hinder Hoonah's Alaska Native children from reaching their full potential.

At the same time, Hoonah is a sacred place, adjacent to the famed Glacier Bay. "The unique human culture that developed within this landscape is replete with stories, songs, artwork, regalia, place names, and personal names which inextricably tie clans and individuals to particular places...Despite migrations away from homeland and periods of alienation, Huna Tlingit culture depends on an ongoing relationship to places of clan origin, epic battles, tragic

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<sup>1</sup> Southeast Conference and Central Council of Tlingit and Haida Indian Tribes of Alaska "Southeast Alaska Comprehensive Economic Development Strategy", June 2006

<sup>2</sup> Cooperative Agreement: Department of Interior, National Park Service and Hoonah City Schools, 2012

and triumphant events, and resource gathering...The traditional knowledge associated with these places is considered an ethnographic resource utterly unique to Glacier Bay; it must be protected and preserved by partners like the National Park Service and the people who carry the culture, the Huna Tlingit.

Native students in Hoonah make up 90% of the current K-12 enrollment (79 of the total population of 116), and many are in need of special assistance to succeed academically. Most (77%) are eligible for Free and Reduced Price Lunch. The elementary is a Title One school. Many (31%), students are being raised by a single parent. 26% are identified as having special needs, particularly in the areas of Speech and Language. New teachers (In the last two years, half of the teaching staff -6/11-retired or resigned and were replaced by teachers most of whom were new to Alaska) and visitors alike have commented on the lack of engagement in conversation among many Hoonah students. *“It is not an articulation issue; it is the fact that many do not have basic, conversational oral language skills and fluency”*. There is a serious need to increase confidence in speaking and engagement in conversations of all types. Hoonah students need a voice to carry on our proud cultural legacy as well as to succeed in school. Homelessness also affects our students; 16% of students are identified as homeless; most live with other families or are shuttled between relatives. All these life circumstances of our students manifest themselves in low literacy and high incidence of social and emotional issues.

In addition to the daily conditions of the village and school, a horrific act of violence occurred in 2010, when two much loved public safety officers were shot to death by a Native man in public, in front of children and families in the middle of the day. The scars from this tragedy are still fresh; there is a dire need for social emotional healing, particularly in the Hoonah schools.

**Academic Needs:** Prior to 2006 more than half of Hoonah students did not meet the State’s Reading standards. Subsequently, with federal grant assistance, a nationally recognized commercial reading program was selected as an intervention. For several years we saw an improvement in the number of students passing reading tests with Proficiency. Despite conscientious implementation by trained tutors, the program ultimately did not sustain student performance. Teachers believe that among the reasons for this is the fact that it is an individual pull out intervention program, yet used with universal application for all children; it is an “off the shelf program” without any cultural or place based connections or reference to prior knowledge. School staff and the Parent Advisory Board are convinced that what is needed is a more individualized, place based approach, based on careful determination of individual student strengths and weaknesses within the array of reading, writing, and oral language skills. Table 1 below shows 2011 results from the Alaska Standards Based Assessment, mandated for grades 3 – 10. It reinforces Hoonah teacher opinions that something more than a commercial curriculum is needed at this point, to improve literacy, increase student success, and give students the confidence and voice they need to function in and outside the village. Note that as students progress through the grades fewer and fewer are proficient on tests.

**Table 1: SBA Assessment 2011 Results: % of students BELOW PROFICIENCY (BP)**

Grade	READING	WRITING	COMPARATIVE, 5 YEAR comparative COMMENTS
3	0 %	0 %	
4	33 %	17 %	+ 40% BP in R; same %BP in W
5	28 %	37 %	+ 20% BP in R; almost same % BP in W
6	37 %	62 %	Same % BP in R; +31 % BP in W
7	54 %	45 %	+27 % BP in R; slight increase BP in W
8	0 %	29 %	No data on R; same % BP in W
9	50 %	80 %	+ 25% BP in R; + 30% BP in W
10	50 %	63 %	+ 25% BP in R; + 35% BP in W

40% of students in grade10 who took the 2011 High School Qualifying Exam did NOT pass it in Reading; 64% did NOT pass the Writing test. A number of Hoonah students do not graduate

with their class, or drop out because they fall behind academically. Our graduation rate last school year was only 75%.

Data collected from Developmental Reading Assessment (DRA), an individualized reading assessment with 6-8 graders this year, along with results of the Basic Reading Inventory (BRI) will act as baseline data from which to gauge growth over the project period.

At the other end of the spectrum, in early May 2012, on the Alaska Department of Education “*Teaching Strategies GOLD*® assessment system”, which measures the knowledge, skills, and behaviors that are most predictive of school success, only 25% of the 3 year olds and 50% of the 4 year olds in Head Start demonstrated age appropriate literacy skills. In addition many kindergarten age children do not have the vocabulary skills commonly recognized as necessary for primary instruction. On the Alaska Kindergarten Developmental Profile, Hoonah students’ average scores are the 5th lowest of the 54 Districts in the state in phonological awareness, concepts of print and alphabet knowledge.

According to researcher Robert Marzano<sup>2</sup>, vocabulary development and academic achievement are intrinsically linked, and vocabulary can reliably predict academic achievement. Children from poverty, children from small communities like Hoonah are more limited in the rich experiences that help provide academic background knowledge and vocabulary. Substandard vocabulary is the most limiting factor in improving reading and writing. Vocabulary and the ability to adequately express ideas is, in turn, key to writing proficiency. 2011 writing SBA results show that roughly one third of our students do not meet Proficiency. Fall, 2011 Direct Writing Assessment (DWA) scores reiterated the strong need for improved writing skills.

The 2010 Title 1 needs assessment showed that 72% of family respondents feel

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<sup>2</sup> Marzano, Robert J. “Building Background Knowledge for Academic Achievement”, Association for Supervision and Curriculum Development, 2004

that the most important need of the school is reading comprehension. Responses from teachers, Para-educators and administrators showed that 100% want to continue improving reading comprehension and writing skills, and 64% indicated that vocabulary development is key to improving reading comprehension.

***Social and Emotional Needs:*** A number of students in Hoonah exhibit a lack of the social and emotional skills necessary to be successful in school - self-management, social awareness, relationship building and responsible decision-making. Lack of these skills is apparent in the kinds of disciplinary actions and attendance issues that we see, and also in the choices students make outside of school. Though the spring, 2011 School Climate and Connectedness Survey completed by 32 (60%) secondary students indicated that “*students reported observing significantly less delinquent behavior and less drug and alcohol use among peers at school and school events than they had in 2008*” (the last time the survey was given), their feelings about crime and violence in the community were significantly elevated over the 2008 survey, and there was a more negative feeling about peer climate than previously. Issues of dis-respect, teasing and put-downs were documented. 50% reported being in 1 - 12 physical fights in the past year; only 9% said they know how to disagree without getting in a fight, and only 34% really know how to control themselves when angry or frustrated. Many reported using substances - 28% used alcohol and 20% used marijuana, coke or crack. These behaviors coupled with feelings of fear, sadness, anger and confusion over the 2010 incident contribute to a general sense of complacency *and perceived* lack of control over life. Since 2008 two teens have committed suicide. Our counselor provides group lessons to all students K-6 and occasional lessons for middle and high school students. There are NO mental health services offered to K – 12 students, other than some counseling via Polycom provided by the Southeast Regional Health Consortium.

Often parents are reluctant to access these services due to the perceived lack of privacy on the Polycom. Research has repeatedly shown that early social and emotional learning (SEL) and the development of the ability to self regulate behavior is directly related to academic and social success. Throughout our school we need to develop these skills in students, through both direct instruction to students and through family training and community engagement.

**Cultural Literacy Needs:** Traditionally, resource-gathering activities in homeland were one means by which tribal Elders transmitted traditional knowledge, cultural practices, and social mores to tribal youth. The recent economic downturns, outmigrations of people to find work, shrinking population of local Elders, and contemporary lifestyles of youth have eroded the once great store of cultural knowledge within the community of Hoonah. There is now an urgent need to increase cultural knowledge, revive interest in Tlingit language in school, and motivate students in active, hands-on ways. By experiencing the local environment and Glacier Bay in deeply authentic ways, students can share their proud homeland in talk, artwork, science journals and iMovies.

**Gaps in Service:** (1) We began implementation of a successful **Parents as Teachers** pre-natal to kindergarten parent program, which needs to continue with additional services, both through PAT and Head Start. We need a strong focus on oral vocabulary, social/emotional skills development and learning traditional cultural ways. We need to help preschool parents increase their role in development of literacy and oral language skills. (2) We need to enrich the Second Step curriculum delivered through counseling with a district wide program such as Responsive Classrooms, to build stronger social emotional skills starting in preschool and extending through middle school, where there is a “bump” in student population. (3) There is a gap in parent training that focuses on the development of positive family interactions, helping students practice

positive social emotional learning (SEL) and helping parents provide the kinds of interactions that build literacy and vocabulary skills, as shown in Title One needs assessments.

## **PROJECT DESIGN**

The *Hoonah Comprehensive Literacy Project: On Our Land Haa Tl'átgi Káx'* is a collaborative partnership of the Hoonah City School District, Hoonah Indian Association, Tlingit and Haida Central Council local Head Start program, Hoonah Heritage Foundation and National Park Service. This project focuses on the development of literacy and social emotional skills, rooted in traditional cultural identity that will enable our children to be successful from birth through high school graduation. Carefully crafted goals, objectives and outcomes outlined below demonstrate our commitment to ensuring greater success for our students.

### **(i) Goals, Objectives and Outcomes: clearly specified and measurable**

**Goal #1: Increase the reading, writing and vocabulary levels of Native students that will help them be successful in all academic areas.**

Objective 1.1: *Increase school readiness and literacy of Native preschool children.*

Objective 1.2: *Increase percentage of students in grades K-2 meeting grade level expectations in reading and writing assessments; increase % of gr. 3 - 10 scoring Proficient in reading and writing assessments.*

**Goal #2: Expand social and emotional skills of Native students, helping them be successful.**

Objective 2.1: *Increase social and emotional skills of children, preschool – grade 12*

**Goal #3: Increase the skills of parents to support children in the development of literacy, social and emotional skills and traditional cultural knowledge.**

Objective 3.1: *Increase skills of parents to support young children in the development of literacy*

Objective 3.2: *Increase skills of parents to support children in the development of social*

*emotional skills*

**#4 Increase and enrich cultural literacy and place based knowledge of Native students.**

Objective 4.1: *Develop, implement and document series of cultural events that link traditional knowledge with local environmental context and scientific understanding*

<b>Objective-Activities-Outcomes</b>	
<b>Activities</b>	<b>Expected Outcomes</b>
<b><i>Objective 1.1 Increase school readiness and literacy of Native preschool children.</i></b>	
<ol style="list-style-type: none"> <li>1. Implement regular literacy activities - early childhood library, story time, parent-child activities, Dolly Parton reading program</li> <li>2. Conduct parent-child activities focused on literacy</li> <li>3. Provide regular, personal family visits focused on skills needed for school readiness.</li> <li>4. Provide supplies for preschool home activities.</li> <li>5. Train Head Start staff on vocabulary development, oral language development</li> </ol>	<ul style="list-style-type: none"> <li>• 80% of AN K students are within normal range on Alaska Developmental Profile</li> <li>• 75% of AN preschoolers demonstrate pre-reading skills, adequate Kindergarten vocabulary on KLST</li> <li>• 75% AN families participate in literacy activities</li> <li>• 90% target families participate in personal visits</li> <li>• Head Start staff demonstrate increased instruction in vocabulary as per observations</li> </ul>
<b><i>Objective 1.2 Increase %age of Native students scoring Proficient in Reading, Writing assessments</i></b>	
<ol style="list-style-type: none"> <li>1. Identify students for service in grades 3-10.</li> <li>2. Train tutors in specific balanced literacy strategies.</li> <li>3. Provide training, classroom coaching of teachers in balanced, age appropriate literacy strategies.</li> <li>4. Tutor/work in small groups with K – 2 students after DRA testing targets students who need help.</li> <li>5. Train teachers on Direct Writing Assessment (DWA); coach them on instructional strategies to improve student use of 6 traits of writing that are tested</li> </ol>	<ul style="list-style-type: none"> <li>• Increase by 10%/yr. students scoring Proficient in reading and writing on Alaska SBA tests.</li> <li>• Increase by 5%/year of K-2 students ranked on grade level with DRA or meet grade level expectations</li> <li>• 90% of AN students increase reading level as measured by DRA for elementary and as appropriate some middle school students and by BRI for middle school and high school student</li> <li>• 80% AN students increase overall writing</li> </ul>

<b>Objective-Activities-Outcomes</b>	
<b>Activities</b>	<b>Expected Outcomes</b>
	scores on DWA
<b><i>Objective 2.1. Increase social emotional skills of children in preschool through grade 12</i></b>	
1. Two K-8 staff participate in national Responsive Classroom training. 2. Train local K- 8 and Head Start staff in implementation of Responsive Classroom strategies 3. Implement RC strategies in preschool – grade 12. 4. Provide consistent positive classroom management training for all K-12 staff 5. Train middle, high school staff on Developmental Designs curriculum; provide coaching	<ul style="list-style-type: none"> <li>• Disciplinary actions related to classroom disruptions and fighting decrease by 5%</li> <li>• Students increase SEL measured by School Climate and Connectedness bi-annual surveys</li> <li>• Teachers report improved classroom climate, increase in respectful oral interactions, fewer disruptions as measured by RC and DD assessment tools</li> </ul>
<b><i>Objective 3.1: Increase skills of parents to support development of literacy</i></b>	
1. Provide personal visits to pre-school families; focus on individual child development, literacy 2. Implement Parents As Teachers program w/target families 3. Conduct series of parent-child activities - play groups, tot gym and swim, environmental field trips 4. Host regular Family Nights- focus on literacy, SEL	<ul style="list-style-type: none"> <li>• 85% families of AN children birth-5 participate in parent-child activities</li> <li>• 90% families (birth-5) participate in visits</li> <li>• 75% AN parents (K-6) attend Family Nights</li> <li>• 30% AN parents K-6 attend other trainings</li> </ul>
<b><i>Objective 3.2: Increase skills of parents to support development of social emotional learning</i></b>	
1. Implement Strengthening Families program for preschool children and families	<ul style="list-style-type: none"> <li>• 75% Native parents (birth-5) participate in SF training and activities</li> <li>• Target parents increase knowledge, skills in SEL, as measured by SF evaluations</li> </ul>
<b><i>Objective 4.1 Develop, implement, document series of cultural events linking traditional knowledge with local environmental context and scientific understanding</i></b>	
1. With project partners design yearly calendar of cultural events to involve students 2. Design and provide series of weekly cultural arts, media arts classes for interested 7-12 grade students 3. Provide culminating event showcasing student	<ul style="list-style-type: none"> <li>• 80% students participate in annual Hoonah Heritage celebration</li> <li>• 60% students, (gr 7-12) participate in weekly cultural arts classes</li> <li>• Series of culture based writings, iMovies are</li> </ul>

Objective-Activities-Outcomes	
Activities	Expected Outcomes
cultural learning during Hoonah Heritage conference 4. Work with NPS on Glacier Bay curriculum and expanded field trip options, summer offerings 5. Interview Elders, create, archive writing and iMovies re: local history, clan, family stories	produced and disseminated to libraries, families, classrooms • Pre-post writing about Glacier Bay trip indicate increased understanding of culture and scientific information by gr. 5 – 12 students

**(ii) Project Design is appropriate to needs of Target Population**

Because we know that literacy and a positive self-image/identity are foundational for educational achievement, our project focuses on literacy development at all ages, alongside an emphasis positive social emotional learning. The underpinning of a positive self image is knowing who you are, which in Southeast Alaska means knowing the place where you came from and who your clan affiliations are. The following are components of the *Hoonah Comprehensive Literacy Project: On Our Land Haa Tl'atgi Káx'*: Background knowledge is the content information that a student brings to the classroom. As Robert Marzano explains in *Building Background Knowledge for Academic Achievement*, it is built primarily through the interaction between a person's ability to store and process information and the number of experiences they have had that have an academic orientation. Children with many, varied experiences like trips to museums, concerts, or other experiences that promote academic and tested knowledge – both linguistic and non-linguistic - are more likely to succeed in school. These activities are virtually non-existent for Hoonah's children. Background knowledge manifests itself in vocabulary, and research supports the fact that differences in vocabulary surface at a young age. Children who live in poverty or isolated areas with limited access to the kind of experiences that build background knowledge -like most of the children in Hoonah - are disadvantaged from the start. How then can our school address the lack of background knowledge of our children due to where

they live and their socio-economic status? Marzano says that the way schools can help build background knowledge is through contextual vocabulary instruction; building understanding of words used in a course, lesson or learning event, such as a field trip to Glacier Bay, carefully planned to accentuate and build vocabulary. What researchers have found to be effective is for teachers to use everyday language from the community to describe terms, have students use imagery or non-linguistic techniques to represent words, allow students multiple exposure to the meanings of words, teach students the parts that make up the words they are learning, tailor the type of instruction to the words being learned, have students discuss terms they are learning, and encourage students to play with words. In this project we will implement a research-based balanced literacy initiative that involves all teachers across grades and content areas, developing their skills in the proven strategies, and providing collaboration time to share what they are learning about individual students. Embedded professional development via coaching in literacy strategies within each classroom is at the heart of this project. (See Management Plan) Coaching by a team of highly trained, successful teacher consultants from Juneau will address the essential components of reading as defined by State Standards, Common Core Standards and the National Reading Panel, as supported by research: phonemic awareness, phonics, vocabulary, fluency, and comprehension. The literacy team will train, mentor and coach Hoonah teachers in the writing process and effective writing practices. Para-professionals will also be trained by literacy coaches to effectively tutor individual students; tutoring will be individualized and personalized. Each student's progress will be tracked and reported monthly.

**Responsive Classrooms Program:** Though the district invested in a 2006 purchase of the national Second Step social/emotional program for pre K - grade 6, the curriculum devolved into implementation by the school counselor alone, and therefore has not improved classroom

behavior and climate as had been hoped. Classroom management has been an issue in recent years. *“There needs to be consistency across grades and teachers, so students know what to expect and feel emotionally safe in all environments.”* After careful review of other programs and options school staff is ready to complement Second Step with the national Responsive Classroom (RC) program in the elementary and the companion secondary program *Developmental Designs*, which we believe is better aligned with our community goal -to improve self concept, student interactions and student voice. By developing standards of practice for classroom management and interaction, we will change the climate of our school. According to one teacher *“we need a program where we are standing firm like a wall, rather than melting like a glacier.”*

Three of the seven guiding principles of the RC program are particularly pertinent to our goals: (1) *To be successful academically and socially, children need a set of social skills: cooperation, assertion, responsibility, empathy, and self-control;* (2) *Knowing the children we teach—individually, **culturally**, and developmentally—is as important as knowing the content we teach* and (3) *Knowing the families of children we teach and working with them as partners is essential to children’s education.*

The Responsive Classroom approach is informed by the work of educational theorists and the experiences of exemplary classroom teachers. From 2001 to 2004, researchers at the University of Virginia’s Curry School of Education and Advanced Center for Teaching and Learning conducted a longitudinal, quasi-experimental study on how the RC approach affects academic and social skills. Six key findings about children and teachers at schools using the approach included: (1) Children showed greater increases in reading and math test scores; (2) Teachers felt more effective and more positive about teaching; (3) Children had better social

skills; (4) Teachers offered more high-quality instruction; (5) Children felt more positive about school and (5) Teachers collaborated with each other more. This curriculum will provide teachers with both ways to improve classroom climate and teach valuable social and emotional learning skills.

**Parents as Teachers Program:** The Parents as Teachers (PAT) nationally recognized program meets the needs we have identified for Hoonah children and families through a combination of prenatal workshops, monthly personalized visits; parent information; parent-child activities for babies, toddlers and pre schoolers; and regular monitoring of children's health and development, with referrals to other agencies when necessary. PAT's goal is to empower Native parents to take control of their children's learning during infancy and to remain involved through the school years. PAT has been proven both locally and nationally to meet the needs of our target population. Research on the PAT curriculum, conducted by professors from Yale University and the Research and Training Associates showed that parents in the PAT program read more frequently to their children; 82% of poor children who participated with high intensity in PAT and preschool demonstrated more kindergarten readiness skills than for children who had no service; and 88% of poor children who participated with high intensity in PAT and preschool met benchmark standards at third grade as opposed to 77% of poor children with no service. Currently, the program serves 47 children and 4 prenatal families; 79% are Alaska Native.

PAT addresses kindergarten readiness by helping parents learn how to stimulate brain development and practicing school readiness skills with children. Services include *Family literacy activities* involving parents and their babies with books from birth; *Literacy totes* for children ages 3-5 and participation in the Dolly Parton Imagination Library, which distributes monthly books to children, birth – 5; *Monthly Personal visits* during which parents learn about

the development of their child, observe modeling by the parent educator of skill-building games and activities, and link the home and clan/culture activities to school readiness skills. Parent educators use age-appropriate books, and discuss concerns of the family during these visits; *Family Nights* are offered at least once a month and include a meal/snack, information for parents while children participate in an activity, and a culminating family activity; annual *Health and developmental screenings*, conducted twice a year for all preschool children by a team of a pediatrician, occupational therapist, speech therapist, and early childhood specialist.

**Strengthening Families Program:** We previously had limited implementation of the Strengthening Families Program (SFP) through an Alcohol Abuse Reduction grant. SFP is a nationally recognized family training program with demonstrated success in reducing problem behaviors, delinquency, and alcohol and drug abuse in children, and in improving social competencies and school performance. Strengthening Families curricula exists for families of preschool children, elementary and middle school, and older, high-risk students. SFP consists of parenting skills, children's life skills, and family skills training courses, taught together in 2-hour group sessions that include informal family practice time and group leader coaching. Parenting sessions include techniques for improving parent interaction, positive family communication, family meetings, and effective and consistent discipline. Children learn communication skills to improve relationships, problems solving, peer pressure resistance, feeling identification, anger management and coping skills. Johnson Youth Center Director Skaflestad, trained in the implementation of Strengthening Families, will implement the program in Hoonah.

A locally designed **Cultural Literacy Program** will provide place based and culture based events where cultural consultants/Elders will work to develop and produce age appropriate Tlingit activities. Through a new partnership with the Hoonah Heritage Foundation students will

become actively involved with planning and performing in the local Clan Conference, held each April. Beginning in 2013 Hoonah teachers will meet weekly for 100 minutes before school starts on Fridays, to collaborate and participate in project professional development. This time slot creates an excellent opportunity for students to learn and experience a series of “cultural arts classes” rotating in 8-week segments. They will learn traditional clan stories and digital storytelling processes whereby they can share and preserve them. They will learn dancing, drumming, Tlingit songs, Northwest Coast visual arts, carving and how to make science journals to record what is around the village and what they see in Glacier Bay. All attempts will be made to meld scientific evidence that supports cultural stories in the Cultural Literacy component.

The district’s Artist in the Schools program will focus on local artists teaching students traditional skills and media recording. Elders and culture bearers will be interviewed about subsistence life activities, clan histories and protocols and family stories.

Through another new partnership with the National Park Service the annual “field trip to Glacier Bay” will take on new dimensions. Fifteen curriculum units will be developed to deepen student knowledge, add a more fully articulated science component and include writing projects whereby students record and reflect on what they observe. iMovies of the trip will be podcast to others, highlighting student knowledge. Pre and post assessments will augment student performance data. The NPS will also provide culture-based, place-based summer activities for interested students in grades 5-12.

## **MANAGEMENT PLAN**

### **(i) Activity, Responsibilities, Timeline, Milestones**

To ensure conscientious attention to achieving the goals and outcomes of the Project the following table was created to chart the course of progress throughout the grant period.

<b>Balanced Literacy Training, Instruction</b>			
Activity	Responsibility	Timeline	Milestone
All Staff PD/Credit Course(s)	Literacy Coaches Team	Oct- March, ea. yr.	Staff complete course
Teachers implement literacy strategies	All K-12 teachers	Throughout each school yr.	Observations reflect instruction
Follow-up classroom support, coaching	Literacy Coaches, teachers	30 days, October-May	Schedule of coaching support
Collect data on literacy performance	Project Director, Evaluator	October-June	Data collected, summarized
Collect data on teacher implementation of strategies, attitudes, confidence	Project Director, Teaching staff	May-June 2013	Data collected, report stakeholders
Teachers attend RC and DD implementation workshops/training	2 elementary teachers	Fall 2012; Summer or Fall 2013; 2014	Training complete for implementation
Teachers facilitate on site RC training	All elementary teachers	Throughout school year	Schedule of training
Teachers facilitate on site DD training	Middle/high school teachers	Throughout school year	Schedule of training
<b>Classroom Management Training and Coaching</b>			
Activity	Responsibility	Timeline	Milestone
Teachers attend training; receive individualized coaching	All teachers, Trainer/Coach	10 days/year	Bi-annual coaching re-evaluation of classroom behavior
<b>Parents as Teachers Program Implementation</b>			
Activity	Responsibility	Timeline	Milestone
Provide Play Groups, Story Times, Parent Meetings	PAT Staff, Project Director	Sept-May ea. year	Play Groups etc. in place per schedule
Design new PAT cultural activities	Cultural Consultant, Hoonah Indian Association, Director	Nov-May ea. year	Cultural activity plan
Collect parent, child evaluations of events	Project Director, Parent Educators, Evaluator	Sept & ongoing	Evaluation data collected, summarized, shared
<b>Strengthening Families Program Implementation</b>			
Activity	Responsibility	Timeline	Milestone
Conduct Strengthening Families training	Project Director, Hoonah Youth Center	October 2012	SF training scheduled for parents who complete
Implement training events/Parent Cafes	Project Director, Hoonah Center Director	Nov -March	Schedule of other training; list of parents meeting
Collect parent, child evaluations of	Hoonah Youth Center	At each event	Evaluations collected

trainings	Director, Evaluator		summarized
<b>Cultural Literacy Program</b>			
Activity	Responsibility	Timeline	Milestone
Meet w/tribal partners to plan for Heritage events, GB field activity	Superintendent, partners,	Beginning in September, monthly meetings afterward	Meetings occur as notes verify strong
Obtain Artist in Schools grant to implement residencies	Director	November, 2012 April 2013, 2104	AIS grant obtained residencies occur
Implement elective arts courses for gr 7-12 students	Director, select artists	Each semester, on set rotations of varied art forms	Arts courses attend plans/schedules co
Produce cultural activities for PAT	PAT Cultural Specialist, Director	Throughout each year	Cultural activities
Train students/teachers in digital storytelling	Teaching Artist	Winter, 2013	Students/teachers j stories
Conduct Glacier Bay trip, document learning, pre-post test	NPS partners, Director, Coordinator, Evaluator	Spring, each year	GB trip complete, reflections collecte

**(ii): Feedback and continuous improvement in operation of project**

Major components of the management plan provide for continued participation of the project team and partners. The group will meet quarterly in meetings designed to elicit feedback from school staff, families and students who receive direct services, and then to discuss overall implementation and any changes that may be needed to be made. Individual members of the team will meet more often regarding particular components of the grant via meetings, email, and audio conference calls. Informal and ongoing feedback will happen in the course of daily operations and scheduled meetings. Feedback from parents and family members will be gathered informally during personal visits, formally at parent meetings and during training events. Annual surveys to students, staff and families will provide important feedback about project implementation, and suggestions for improvements and additional cultural activities. Surveys of partners and other agencies will also be conducted annually to elicit their valuable

feedback on satisfaction of program activities and implementation.

The Hoonah School staff will manage the project and make up the majority of Project Team members. (See Attachment I for resumes of key personnel).

**Project Director: Michelle Martin**, PAT Program Director, will be responsible for overall administration, coordination and management. She will work closely with all school staff, partners, the Superintendent, who is also the District Grant and Federal Programs Coordinator, and community groups to implement objectives and activities. She will also provide direct services to parents and children. Ms. Martin, a native of Hoonah, has 3 years of experience as an elementary and preschool teacher. She holds a BS in Early Childhood Education, an MA in elementary education. She has extensive knowledge and skills in instruction, multi-cultural education, student behavior and Alaska content standards. **Federal Grants/Programs**

**Coordinator: Supt. Angela Lunda** will oversee the Project and be responsible for fiscal management, management of contracts and supervision of grant funded staff. She holds a Masters in Education Leadership from UAS, taught for 16 years and was an elementary principal for 8 years. Lunda is responsible for the administration of federal programs, arranging staff development and aligning curriculum to state standards, among other superintendent duties.

Other key Project personnel, all of whom are contractual positions, include:

***District Literacy Coaches***: A team of four highly trained and experienced Literacy Leaders from the nearby community of Juneau will lead and coordinate literacy professional development for all teachers and Head Start staff. Hired as part time consultants they will orchestrate teacher training outlined in the Management Plan, assist with student testing and diagnostic planning, offer parent training in literacy strategies, as directed by the Project Director and Superintendent.

***Kathy Nielson, Laurie Schoenberger, Barbara Mitchell and Dick Fagnant*** are highly respected

educators, with over 160 years of teaching among them. Nielson and Schoenberger have been lead teachers/facilitators for nine state sponsored summer Literacy Institutes for teachers. Fagnant specializes in writing and writing assessment; Mitchell is a statewide trainer in improving classroom management with respect and consistency. This team lives in Juneau, enabling cost effective professional development, classroom coaching and parent training throughout the grant period. Each is familiar with Hoonah and committed to on-going activities that lead to improved student outcomes. In Hoonah ***Glenda Hutton*** will be the supervisor of tutors and provide 1:1 tutoring to first graders who need it. This work is funded by another grant. ***Literacy Tutors*** provide tutoring to students in grades K-12 who need assistance in reading. The grant request is for .5 FTE literacy tutors; a 1.5 tutor is funded through district Title 1 funds. ***PAT Parent Educator Project Staff***: Four part time Para-professional parent educators provide PAT services to target families. They conduct personal visits, plan and implement play groups and Family Nights. A part time PAT Cultural Specialist will be contracted to develop activities that integrate local Tlingit culture. ***Digital Storytelling Teaching Artist/Local Artists*** will be recruited and contracted to provide arts classes for secondary students and train teachers and students in the process of digital storytelling in order to enrich and document the Cultural Literacy component. ***Evaluator Dr. Annie Calkins*** will be responsible for overseeing the evaluation plan, all federal reporting and for providing frequent, on-going feedback to the project team regarding progress toward project goals and suggestions for improvements as needed.

#### **D. ADEQUACY OF RESOURCES**

The Hoonah School District manages over [REDACTED] in federal and state grant funds annually, within a total budget of [REDACTED]. The district is equipped to do all grants accounting, provide

business services, purchasing and payroll systems. Superintendent Lunda is skilled in careful oversight and management of multiple budgets and will ensure grant resources, district resources and partner resources are properly designated and credited appropriately.

**i. Costs are Reasonable**

The budget for the *Hoonah Comprehensive Literacy Project: On Our Land Haa Tl'átgi Káx'* provides adequate and reasonable funding to implement activities described in this proposal, and will maximize resources by active partnerships with agencies and organizations equally committed to improving the academic and social emotional health of Hoonah children and youth. Project activities are designed to be conducted largely in facilities at little or no cost, including school settings, Head Start facility, family homes, Johnson Youth Center, Glacier Bay excursion boat operated by NPS and the tribal community hall in Hoonah. The district will provide computers, fax machines, Internet support, secretarial services and clerical supplies for the project, housed within the District Office, located in the high school.

**ii. Commitment of Partners**

Among members of the Project Team are committed **PARTNERS**, funded by their respective organizations, who helped with the Project design and will be actively involved in activities throughout the project period. They include *Lead Teacher, Hoonah Head Start Edna Skaflestad*, a long tenured teacher at the Head Start who holds a Child Development Associate Certificate, will coordinate Head Start services with the PAT program and other parent training events. *Mary and William Johnson Youth Center Director Kris Skaflestad*, will provide Strengthening Families training, in coordination with the Project Director. She has many years of experience in improving the mental health of Hoonah youth, is a state certified Technician/Counselor I, has worked in various positions in the school district. Mary Beth Moss, National

Park Service; Robert Starbard, Hoonah Indian Association; Kathryn Hurtle, Hoonah Heritage Foundation and Rosita Worl and Linda Belarde, Sealaska Heritage Foundation have submitted letters of support pledging to contribute cultural and Tlingit language expertise through workshops to staff and students, educational resources, and legal and logistical access to traditional Hoonah homelands within the National Park.

### **iii. Budget is Adequate**

As detailed in the Budget Narrative (pages 1-4) the project budget reflects current costs of transportation to/from Hoonah and bussing for local, environmental field trips, competitive salaries for educational consultants and paraprofessional staff, negotiated salaries of district employees, realistic costs of training in programs such as Responsive Classrooms, current substitute rates within the district and typical parent training event honorariums. Staffing for the project was carefully crafted to guarantee not only the expertise needed but also realistic time expectations so that all project activities are fully implemented. We are confident we can carry out the project within the confines of the proposed budget.

## **PROJECT EVALUATION**

The *Hoonah Comprehensive Literacy Project: On Our Land Haa Tl'átgi Káx'* evaluation plan is grounded in the collection of diverse data to determine how well the project is meeting its goals, objectives and outcomes. It is designed to gather both process and outcome evaluation measures. The Project Director and Superintendent will work closely with the Evaluator to ensure that evaluation results are used to improve the project implementation and effectiveness of each component. The data collection activities will be used to address these key evaluation questions, discussions of which will be part of project team meetings: Are preschool children increasing school readiness skills, particularly oral language and vocabulary skills? Are parents

more able to help their children acquire literacy and social emotional skills? Are more students deemed proficient in reading and writing on the state standards-based tests? Has classroom and school climate improved in any significant ways? Are students demonstrating greater social and emotional skills? Is the inclusion of Tlingit culture more obvious in the school? Are local tribal partners supporting cultural activities? What is the overall quality of the program? Ample opportunities exist for the collection of data, including the following:

**Activity Data:** The Project Director, and project team will maintain a summary of all services, documenting activities and whether all project components are being implemented as planned.

**Participation Data:** Data will be gathered on the level and frequency of family attendance at activities and parent trainings, number of visits/child, and results of kindergarten screening. Data will be analyzed to determine increases in school readiness skills and whether participation in PAT leads to higher kindergarten readiness scores.

**Assessment Data:** Standards-Based Assessments in grades 3-8 and the High School Qualifying Exam along with DRA assessments will be used to determine whether students are making progress in literacy. Direct Writing Assessments will determine growth in the six traits of writing: Voice, Ideas, and Content, Conventions, Sentence Fluency, Word Choice (vocabulary) and Organization. Incoming kindergartners will be given the Alaska Developmental Profile with data aggregated and reported annually to help judge progress. The Kindergarten Language Screening Test (KLST-K, 2<sup>nd</sup> edition), a thorough, quick language screener with a 25-year history of use in the field assesses expressive and receptive language competence by screening a child's ability to: demonstrate common preschool knowledge, understand questions, follow commands, repeat sentences, compare and contrast common objects, and use spontaneous speech. It was administered for the first time in Hoonah in fall, 2010, thereby creating a baseline

from which to consider growth and progress as professional development on early literacy is fully implemented. The School Climate and Connectedness Survey will be administered bi-annually to gauge changes in overall climate; Responsive Classroom/Developmental Designs pre and post tests will be used to review changes in classroom climate and interactions.

**Participant Surveys and Interviews:** Parents may fill out a variety of surveys depending on the activities they attend, including PAT and Strengthening Families surveys. Teachers and students will complete surveys on classroom climate and literacy building components. Interviews will also occur periodically, to garner input in a more informal manner from stakeholders.

<b>Evaluation Plan</b>		
<b>Objective</b>	<b>Data Collection</b>	<b>Indicator of Success</b>
<i>1.1 Increase school readiness, literacy of Native preschool children</i>	Kindergarten Profile K Language Screening Test	<ul style="list-style-type: none"> <li>• 80% of AN K students are within normal range on Alaska Developmental Profile</li> <li>• 75% of AN preschoolers demonstrate pre-reading skills, adequate Kindergarten vocabulary on KLST</li> </ul>
<i>1.2. Increase % of students in gr. 3 – 10 scoring Proficient in reading, writing tests</i>	Classroom based assessments- SBA tests- read, write /DRA read tests Writing Assessments	<ul style="list-style-type: none"> <li>• Increase in % of students scoring Proficient in Alaska SBA tests.</li> <li>• 75% of students increase reading level as measured by the DRA</li> <li>• 75% increase 6 trait writing assessment scores</li> </ul>
<i>2.1 Increase social emotional skills of children in preschool - grade 12.</i>	Disciplinary action report Teacher surveys RC /DD pre-post tests School Climate survey	<ul style="list-style-type: none"> <li>• Disciplinary actions related to classroom disruptions and fighting decrease by 5%/yr.</li> <li>• Students increase SEL measured by School Climate bi-annual surveys</li> <li>• Teachers report improved classroom climate, increase in respectful interactions</li> </ul>
<i>3.1. Increase skills of parents to support young</i>	Participation rates Surveys, Interviews	<ul style="list-style-type: none"> <li>• 85% of families of Native children birth-K participate in parent-child activities</li> </ul>

<i>children in the development of literacy</i>	Parent Educator observations	<ul style="list-style-type: none"> <li>• 90% of families participate in personal visits</li> <li>• 75% of Native parents participate in Family Night activities</li> <li>• 30% of Native parents participate in trainings</li> </ul>
<i>3.2 Increase parent skills to support children in development of social emotional skills</i>	Strengthening Families pre-post tests Training evals, PAT observations	<ul style="list-style-type: none"> <li>• 75% Native parents participate in SF training and activities</li> <li>• Parents increase knowledge, skills in developing SEL, as measured by Strengthening Families evaluations</li> </ul>
<i>4.1 Develop, implement, document series of cultural events linking traditional knowledge w/ local environment, science</i>	Participation Rates Portfolio of student work related to culture, place	<ul style="list-style-type: none"> <li>• 80% of students participate in Hoonah Clan Conference.</li> <li>• 60% participate in Cultural Arts classes</li> <li>• Series of iMovies, photo displays, writings produced that document clan, family stories</li> </ul>

**Proof of Eligibility**

This application is made by Hoonah City Schools in partnership with Hoonah Indian Association (HIA) and the Central Council of Tlingit and Haida Indian Tribes of (CCTHITA) , in accordance with the eligibility requirements listed in the grant application, and is eligible for the competitive preference points because the CCTHITA is the federally recognized regional, non-profit Native organization serving our area.

**Hoonah Indian Association** is a Federally Recognized Tribe and is listed in the July 12, 2002 Federal Register Notice (Vol. 67, No 134) of the Department of Interior of Indian Entities Recognized and Eligible to Receive Services from the U.S. Bureau of Indian Affairs. Its purpose is to develop and implement programs for its Alaska Native members. HIA has extensive experience in developing and implementing programs for local youth and children. It operates the Hoonah Medical Center, the only local avenue for medical services in Hoonah and is the partner involved in implementation of preschool screening.

**Central Council of Tlingit & Haida Indian Tribes of Alaska** (CCTHITA) develops and implements programs to serve tribal members, Head Start programs in nine Southeast communities including Hoonah, child welfare and education services, housing, and services to the elderly. Hoonah's Head Start children and families will be participants in all aspects of the PAT program; its staff will be active partners this project, as they have been in its planning.

**Hoonah City Schools** has served the students of Hoonah for over 50 years. It has developed and implemented a wide variety of programs specifically for Alaska Native students, including projects funded by federal and state grants funds. Notable among them are grants for Alaska Native Early Childhood, Community Learning Centers, Right Start Program, Alcohol Abuse Reduction and a Community Preschool Program.