

PROJECT NARRATIVE:

The North Slope Borough School District is currently revamping the core curriculum: Language Arts, Math, and Science. Utilizing the Understanding By Design method of creating district and classroom units, our Curriculum Development Team is leading teachers across the Slope in the development of a curriculum in which the Iñupiaq Learning Framework is the foundation.

The process began in August 2010 with a week of training under the facilitation of Jay McTighe, who co-authored Understanding by Design. Mr. McTighe again visited the District in August 2011 to assist in furthering the process. Teachers across the District participated in the development of cornerstone assessments and course & classroom unit design throughout the 2011 – 2012 school year.

To fully implement the curriculum alignment that has been completed in the past two years and to include the entire staff as the district moves forward, the NSBSD will hold an all staff, three day in-service during the Fall of 2012.

A steering committee, comprised of stakeholders throughout the community will be convened to review documents that have been drafted to provide input and feedback as we progress in this development.

Within the CAIM project is the need for materials that are also aligned with State Standards and the Iñupiat Learning Framework. The NSBSD has adopted Storytown as the approved textbook/supplemental material for grades K through 5/6. The supplemental materials include leveled readers. This grant would fund the development and publishing of culturally relevant leveled readers focused on grades K through 4.

The goal of our proposed CAIM project is to improve the graduation rate, attendance, engagement, and improved student learning. Demographics, drop out rates, existing programs, individual school needs, input from each community, elders, and regional concerns have all been taken into account in the development of this proposal, the expansion of the CAIM project to include, but not limited to, Career and Technical Education, and Social Studies in aligning the NSBSD curriculum with State Standards and the Iñupiat Learning Framework within the Understanding by Design process.

Priority 1—Alaska Native Regional Nonprofit Organizations (2 points)

Applicants that are Alaska Native regional nonprofit organizations or consortia that include at least one Alaska Native regional nonprofit organization. In order to receive a competitive preference under this priority, the applicant must provide documentation supporting its claim that it meets this priority.

Ilisagvik College is a public, non-profit organization - Tax ID # is [REDACTED].
Ilisagvik College is a two-year tribal college offering quality post-secondary academic, vocational and technical education aimed at matching workforce needs; dedicated to perpetuating and strengthening Inupiat (Eskimo) culture, language, values and traditions.

Ilisagvik College is a direct outgrowth of the Native American self-determination movement of the late 1960s and early 1970s. With the formation of a home-rule government called the North Slope Borough in 1972, the Iñupiat people took their first steps towards regaining control of their lives and destinies.

In 1986, the North Slope Borough created the North Slope Higher Education Center, a cooperative effort between the North Slope Borough and the University of Alaska Fairbanks. The North Slope Higher Education Center's Board and the North Slope Borough Assembly

changed the institution's name to Arctic Sivunmun Ilisagvik College in 1991 to reflect its transformation into a community college. Arctic Sivunmun Ilisagvik College merged with the Mayor's Workforce Development Program in 1993, adding facilities and resources to support the growing number of vocational education opportunities available at the college. In 1995, the North Slope Borough established by ordinance the Ilisagvik College Corporation, an independent, public, non-profit corporation with full power for governance of the college vested in the Board of Trustees.

Ilisagvik achieved accreditation from the Northwest Commission on Colleges and Universities in 2003 and is authorized by the Alaska Commission on Postsecondary Education to operate in the state of Alaska. In 2006, it also became the first and only federally recognized tribal college in Alaska.

Priority 2—Improving the Effectiveness and Distribution of Effective Teachers or Principals

This project is designed to address increasing the number or percentage of teachers or principals who are effective or reducing the number or percentage of teachers or principals who are ineffective, particularly in high-poverty schools to include the following activities: improving the preparation and development of teachers and principals; collect and report multiple student performance measures.

New Hire in-service preparation for teachers and principals and the all staff in-service in the Fall of 2012 will include cultural awareness specifically with the Iñupiat traditions as well as raising awareness of the Understanding by Design model used for mapping the curriculum and developing unit plans based on the Iñupiat Learning Framework and State Standards and; development of staff includes in-services and other professional development opportunities to

understand and learn to develop units following Understanding by Design, the Iñupiat Learning Framework and State Standards.

Currently the NSBSD does not have the teacher or principal evaluation system that meets the criteria under Race to the Top. However, to meet this priority, the NSBSD will collect and report data that includes, in significant part, student achievement and will include multiple measures to include the following student based assessments: Alaska Standards Based Assessments for teachers/principals with students in grades 3 – 10, AIMSweb Literacy and Math data for teachers/principals with students in grades K – 8, and Measurement of Proficiency Literacy and Math data for teachers/principals with students in grades 7 – 12.

Priority 3—Turning Around Persistently Lowest-Achieving Schools (2 points)

Alak School in Wainwright is an identified as Tier I schools under the School Improvement Grants Program in the State's approved FY 2010 applications to be a persistently lowest-achieving school. The CAIM project will address the following priority areas: (a) Improving student achievement in persistently lowest-achieving schools; (b) Increasing graduation rates and college enrollment rates for students in persistently lowest-achieving schools; and (c) Providing services to students enrolled in persistently lowest-achieving schools.

OBJECTIVES

Government Performance and Results Act (GPRA)

- (1) The percentage of Alaska Native students in school served by the program who meet or exceed proficiency standards for reading, mathematics, and science on the State assessments (Student Achievement)

- (2) The percentage of Alaska Native children participating in early learning and preschool programs who consistently demonstrate school readiness in language and literacy as measured by the Revised Alaska Development (RADP). (Early Childhood Measure)
- (3) The percentage of students in schools served by the program who graduate from high school with a high school diploma in four years (Retention Measure)

CAIM Goals, Objectives, and Outcomes:

- (4) Increase scores by greater than 0.01 for “Overall Connectedness” each year as measured by the AASB School Climate and Connectedness Survey (SCCS). Note any score > 0.01 between years indicate that differences in scale scores from one year to the next are more than would be expected as a result of chance.
- (5) Increase attendance from the 2011 baseline performance of 86% attendance rate to 87% in year 1; 88% in year 2; and 90% in year 3 as reported on the NSBSD School Report Card as required by NCLB.
- (6) Improve the AN/AI performance on the Language Arts Composite Score from the 2011 baseline performance of 45% of the AN/AI students being proficient to: 47% in year 1; 50% in year 2; and 55% in year 3.
- (7) Improve the AN/AI performance on the Math Score from the 2011 baseline performance of 45% of the AN/AI students being proficient to: 47% in year 1; 50% in year 2; and 55% in year 3.
- (8) Each year the Curriculum Content Team will have meet once for a Summer Meeting and at least three times during the school year. All instructional staff will meet at least once per year to review the process as well as the products of the CCT.

- (9) By the end of Year Three the NSBSD will have curriculum aligned to the Iñupiat Learning Framework and State Standards in at least the following content areas: Career and Technical Education, and Social Studies.
- (10) Culturally responsive Leveled Readers will be published and integrated into the curriculum by the end of year 2 of the grant.

Need for project (25 points).

Graduation Rate: The District Graduation Rate for 2010-2011 is 58.8% as reported in the Report Card to the Public. Three schools had graduation rates between 66.7% and 88.0%: Tikigaq (66.7%); Alak School (71.4%); and Barrow High School (88.0%). Six of the NSBSD schools had graduation between 20% and 50%: Kiita Learning Community (20%); Trapper School (22.2%); Kali (25%); and Kaveolook, Nunamiut and Meade River each with a 50% graduation rate.

Attendance Rate: The District Attendance Rate for 2010-2011 is 86.0% as reported in the Report Card to the Public. Seven schools had attendance rates above 85%: Meade River (85.7%); Alak School (85.8%); Barrow High School (88.7%); Ipalook Elementary (87.8%); Hopson Middle School (88.8%); Kali (89.0%); and Kaveolook (90.6%). Four of the NSBSD schools had attendance rates below 85%: Kiita Learning Community (70.3%) Trapper School (79.4%); Tikigaq (80.7%); and Nunamiut (83.7%).

Chang and Romero stated that at the core of school improvement “students have to be present and engaged in order to learn.” They found that “attending school regularly is important to ensuring children develop a strong foundation for subsequent learning.” (2008) Multiple studies set the threshold of “chronic absences” as students missing at least 10% of school days (Musser 2011). The State of California legally defines a chronic absentee as “a pupil who is

absent on 10 percent or more of the school days.” (CA Ed Code 2011) Regular attendance is an important factor in school success. Students who are chronic non- attenders receive fewer hours of instruction; they often leave education early and are more likely to become long term unemployed, homeless, caught in the poverty trap, dependent on welfare, and involved in the justice system (House of Representatives 1996).

Absenteeism: Schools with attendance rates below 90% “are almost certainly dealing with high concentrations of absenteeism (Bruner, Discher and Chang 2011). Each of the NSBSD schools fall into the category of schools with high concentrations of absenteeism. District wide, 57% of K3 to 12th grade students have attendance rates less than 90%; 57.3% of the district primary students (K3 – 5th) have attendance rates less than 90%; 47.6% of the district middle school students (6 – 8) have attendance rates less than 90%; and 58.8% of the high school students have attendance rates less than 90%.

School level risk factors that lead to chronic absenteeism includes curriculum that is the “lack of challenging/interesting course work and curriculum” (Lotz & Lee, 1999) and curriculum that is “unrelated to the world of the student” (School Improvement Taskforce 2005).

Reading Proficiency: The NSBSD Spring 2011 Student Based Assessment (SBA) exam results for grades 3-10 at 57.0% were below the State of Alaska average of 78.4% proficient. The NSBSD Alaska Native/American Indian reading proficiency was 51.0%, again below the State average for grades 3-10 of 56.8%. None of the NSBSD schools were at or above the State of Alaska grade 3-10 average of 78.4% for all students. Four schools were at or above the State of Alaska grade 3-10 average of 51.0% for Alaska Native/American Indian students. See below for 2011 reading results for grades 3-10.

Kaveolook (71.0% All – 67.9% AN); Barrow High School (73.8% All – 65.6% AN); Ipalook Elementary (67.4% All – 60.8% AN); Alak School (57.1% All – 57.1% AN); Hopson Middle School (56.9% All – 49.6% AN); Tikigaq (43.5% All – 40.9% AN); Trapper School (45.7% All – 42.4% AN) Kali (37.8% All – 39.4% AN); Nunamiut (40.9% All – 36.1% AN); Meade River (27.5% All – 27.5 AN); and Kiita Learning Community (37.5% All – 33.3% AN)

Lack of culturally congruent reading material: Historically, the district has "imported" curricular material from the "lower 48," a term used to refer to the contiguous United States by Alaskans. Many, if not most, of the materials that are designed for and by educators in urban and "lower 48" settings contain inaccurate representations of Native Americans and other minorities and are too often biased by omission, containing very little if anything about the Inupiat (North Slope Eskimos). The core adopted reading program is Storytown published by Harcourt. The NSBSD has responded to the lack of culturally responsive reading selections in Storytown by replacing units in Kindergarten and 5th grade with culturally congruent literature developed with funding by previous ANEP grants. Additional funding will support the further development of culturally congruent selections.

Demographics

The North Slope Borough School District, a Rural Education Attendance Area, encompasses 89,000 square miles of wide-open territory that is dominated by tundra, wilderness, and mountains, (in Anakruluk Pass). The NSBSD is the largest geographic school district within the United States. The district serves 1,891 students (PreK3 to 12) at 11 schools in 8 remote villages, none of which are connected by the road system. The North Slope Borough Census area, population 5,988, is economically depressed. Poverty levels are estimated at 14.6% for the

region which includes the high paying oil industry in and around Prudoe Bay, the vast majority of these workers live in other places in Alaska or other states. The statewide poverty rate is 9.6%. A language other than English is spoken in 48.6% of the homes, as compared to 15.5% statewide. Further, 67.5% of those living in the region are Alaska Native, compared to Alaska at 13.5% (United States Census Department, 2009).

Our students live in villages that are geographically isolated and have somewhat limited opportunities to experience the world outside their immediate environment. This prevents many students from having the experiences to which their urban counterparts are accustomed (field trips, access to high-quality resources, culturally relevant curriculum, etc.). Only one school community has road access, but this is only during the winter months on an ice road; flight costs are prohibitive and escalating rapidly.

The October 1, 2011 enrollment pre-k to 12 is as follows: Tikigaq (Point Hope) 222; Kali (Point Lay) 92; Alak (Wainwright) 150; Ipalook Elementary (Barrow) 641; Hopson Middle School (Barrow) 221; Barrow High School 186; Kiita Learning Community (Barrow) 55; Meade River (Atqasuk) 76; Trapper (Nuiqsut) 104; Kaveolook (Kaktovik) 57; and Nunamiut (Anaktuvuk Pass) 87. The NSBSD total October 1, 2011 enrollment is 1891.

Need for Second Order Change

The significant gaps in our services include the need for a coordinated focused curriculum. “The integration of Aboriginal cultural knowledge and perspectives in student learning outcomes, instructional methods and resources, assessment, and as part of the philosophical underpinning of the curriculum, results in positive outcomes. These positive outcomes included higher test scores, better conceptual understanding, higher level thinking, and improved self-confidence” (Kanu 2007). Combining this second order change with other

intervention strategies, the district will effectively address students' learning and behavioral needs to improve the graduation rate, attendance, engagement, and overall improvement in student learning.

Project Design (30 points).

Curriculum: The original meaning of “curriculum” from Latin is “the course to be run.” In essence, the curriculum sets forth the best educational path for reaching a long-term outcome. Accordingly any curriculum is properly derived from prior decisions about the overall educational mission and particular discipline/program goals. The adopted Strategic Plan of the North Slope Borough School District (NSBSD) commits to the following Vision:

Learning in our schools is rooted in the values, history and language of the Iñupiat...

Our students graduate prepared and qualified to excel as productive citizens in the world, and able to integrate Iñupiaq knowledge and values with Western ways.

In pursuit of its Vision, NSBSD has identified *Understanding by Design (UbD)* as a framework to use in constructing its district curriculum. In UbD, a primary educational aim is student understanding—the ability to make meaning of and transfer important learning, within and across subject areas. Accordingly, district curriculum in North Slope will be framed to highlight the “big ideas” and “essential questions” of the academic disciplines and Iñupiaq culture. Operationally, the curriculum will be developed “backward” from authentic performances (cornerstone assessments) that require transfer of learning based on the defined educational Mission:

Students develop the academic and cultural skills and knowledge to be:

- *Critical and creative thinkers able to adapt in a changing environment and world;*
- *Active, responsible, contributing members of their communities; and*

- *Confident, healthy young adults, able to envision, plan and take control of their destiny.*

The Iñupiaq Learning Framework will be the foundation of the district's curriculum in concert with the Alaska Content and Performance Standards specifying the learning goals for academic subjects.

The North Slope Borough School District curriculum will be constructed around five key components:

1. Iñupiaq Learning Framework
2. Overarching Understanding and Essential Questions
3. Cornerstone Assessments, Rubrics, and Anchors
4. Course and Unit Curriculum Maps
5. Suggested learning activities, teaching strategies, and resources, including
 - adopted textbooks and software
 - pre- and diagnostic assessments
 - ideas for differentiation
 - trouble shooting guides

The CAIM project will expand the revamping of the curriculum to include, but not limited to, Career and Technical Education (CTE), and Social Studies in aligning the NSBSD curriculum with State Standards and the Iñupiat Learning Framework within the Understanding by Design process. The CAIM consortium between the NSBSD and Ilisagvik will greatly add to the development of CTE curriculum that is not only culturally relevant, but also will articulate with post-secondary opportunities. Ilisagvik College was founded to primarily serve the

residents of the North Slope Borough, America's largest and most northern municipality. The intent of its founders was to provide an education based on the Iñupiaq cultural heritage. Iisagvik College is a two-year tribal college offering quality post-secondary academic, vocational and technical education aimed at matching workforce needs. As a post-secondary college with a strong CTE program, Iisagvik will provide expertise in supporting Career and Technical Education, as well as providing an important perspective in the Social Studies curriculum alignment.

The project design is based on the NSBSD Curriculum Plan. As previously indicated, the Iñupiat Learning Framework, State Standards and UbD will shape the project design. Each curriculum area will include the following Key Curriculum Components: Subject Area Mission and Learning Principles; NSBSD Learning Principles that reflect the Iñupiaq learning and ways of knowing; Overarching Understanding and Essential Questions; Cornerstone Assessments, Rubrics, and Anchors; Course and Unit Curriculum Maps; and Suggested Learning Activities, Teaching Strategies, and Resources. Educator Content Area Teams (CAT) (from across the district) of up to 18 people will be assigned to each curriculum area. These teams will meet for at least one week prior to the beginning of each school year and periodically throughout each school year. The development time frame will span 36 months. The first year of the plan is being supported by a special one-time appropriation by the State of Alaska. This grant will fund the remaining two years required to complete the CAIM process.

Professional Development: The Content Area Teams will be provided professional education during the summer of each year of the grant and time throughout the year to develop curriculum based on the Curriculum Plan as well as the professional development that supports

the Plan. During year one of the grant, there will also be an all staff in-service designed to support the implementation and further development of curriculum.

Material: This grant will also expand on the ANEP grant (award # S356A060013) that was awarded to the NSBSD from September 2006 through August 2009; the development of the culture-based leveled readers will fit within the current Language Arts Curriculum, Alignment, Integration, and Mapping process.

Research supports that the congruency between the school environment and the culture of the community is critical to the success of learning (Bowman, Donovan, & Burns, eds., 2001). Similar findings have emerged from studies of Native communities in Alaska and the Circumpolar North (Barnhardt, 1990).

Repeated oral reading that includes guidance from teachers, peers, or parents has a significant and positive impact on word recognition, fluency, and comprehension across a range of grade levels. Students should read often to practice the skills they have been taught. They should be given ample opportunity to practice reading books at their independent reading level. Storytown utilizes leveled readers in the research based reading program. The leveled readers are short selections to be repeatedly read by the student. These texts are at three instructional levels to better match the instructional reading level of all students. As with other “imported” curricular material, these leveled readers do not support congruency between the school and home. This grant would fund the development of supplemental leveled readers that are culturally responsive and are aligned and integrated with the Iñupiat Learning Framework and State Standards. The leveled readers will be written at two instructional reading levels, on target and below target with an emphasis on below target leveled books to best support struggling readers. These books will develop student’s confidence and facilitate understanding, but difficult enough

to challenge without frustrating, an important component of leveled readers (Clay, 1991). The additional advantage of leveled readers is that these texts can also be published as reproducible texts for students to take home to practice re-reading. These texts will not only support student reading but also support school and home connections.

This project will build on the experience gained in the past ANEP grant. The development of the culture-based reading units will fit within the current Language Arts Curriculum, Alignment, Integration and Mapping process. The Language Arts Content Area Team currently works closely with the Iñupiaq Education Department. The Language Arts Content Area Team is in the second year of the three-year process. This work is being funded by a special appropriation from the North Slope Borough.

Management Plan (20 points).

During year one of the grant two major activities will be accomplished. First, the NSBSD will develop culturally appropriate leveled readers to replace the Storytown material. The second major undertaking will be to support a district-wide in-service for all staff members to support the implementation of the CAIM project.

The NSBSD is completing year two of the CAIM project with financial support from the North Slope Borough. Year three of the CAIM project is receiving support from a special appropriation of the Alaska Legislature. Year two and three of the grant will fund the last two years of the CAIM project will be supported by this Grant.

The Mission Driven – Curriculum Development Team consists of the Superintendent, Assistant Superintendent, Director of Iñupiaq Education, the Director of Curriculum and Instructor, and Facilitators from each core content area. With the CAIM project, the Curriculum

Development team will expand to include Facilitators for at least Career and Technical Education, and Social Studies.

During the summer of year two and three of the CAIM project, the Social Studies and Career and Technical Education Content Area Teams will meet and will work with Curriculum Development Team (CDT) members as well as contracted experts to facilitate a deep understanding of the process. Jay McTighe will lead in the understanding and use of UbD and Patricia Partnow will assist with the Content Team members understanding of the Iñupiat Learning Framework. During this summer session, Content Team members will begin the process of aligning the content curriculum with State Standards and the Iñupiat Learning Framework within UbD following the NSBSD Curriculum Development Plan.

Collaboration will continue during the school year. Content Team members will be released from their regular duties and will be offered additional contract days, meeting three (3) times during the year, for a total of nine (9) additional days during the school year. The collaboration will continue the process that began in the summer.

The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timeliness, and milestones for accomplishing project tasks (10 points).

Milestone	Budgetary Need	Performance Measures	Date of completion	POC
Language Arts CAT begins prioritizing the Leveled Readers to be supplanted	District in-kind	10	Sept. 2012	CDT – Asst Supt, Dir. Iñu Ed,

by Culturally Responsive Leveled Readers				Program Manager
Author(s) and Illustrator(s) contract scope of services defined, begins writing Leveled Readers	██████████ ██████████ ██████████	10	Sept. 2012 – June 2015	Asst Supt, Dir. Iñu Ed, Program Manager
Design, layout, printing contract scope of services defined	See “Print Leveled Readers”	10	Oct. 2012	Asst Supt, Dir. Iñu Ed, Prog Mnger
Design and layout work as Author(s)/Illustrator(s) complete individual Leveled Readers	See “Print Leveled Readers”	10	Nov. 2012 with Monthly review of scope of work	Asst Supt, Dir. Iñu Ed, Program Manager
Print Leveled Readers	██████████ ██████████ ██████████	10	June 2013 – June 2015	Program Manager
2012 Fall All Staff Housing	District in-kind	8	Aug. 2012	Bus. Office Travel Spec.
District wide all staff in- service (one additional non-contract day)	██████████	8	Sept. 2012	CDT – Asst Supt, Prog Manager

2013 Summer Curriculum Content Team Agenda	District in-kind	8 and 9	July 25, 2013	CDT – Asst Supt.
Consultants contracted	District in-kind	8 and 9	July 25, 2013	Asst. Supt. Prog Mnger
2013 Summer Curriculum Content Team Travel	██████	8	Aug 1, 2013	Bus. Office Travel Spec.
2013 Summer Curriculum Content Team Meeting (daily rate)	██████████ ██████████	8	Aug 18, 2013 Aug 18, 2014	CDT – Asst Supt. Prog Manager
School Year Content Team and (District-Wide Collaboration) Planning	In-Kind	8 and 9	Nov 1, 2013 Mar 1, 2014 May 15, 2014	CDT and Team Facilitators
School Year Content Team and (District-Wide Collaboration) Travel	██████ ██████████ ██████	8 and 9	Nov 2013/14 Mar 2014/15 May 2014/15	Bus. Office Travel Spec.
District-Wide Collaboration	In-Kind	8 and 9	Nov 2013/14	Asst. Supt.
Elder and Community Feedback (travel)	██████	9	Oct 2014	Dir. Iñupiat Ed.
Ilisagvik Feedback	Ilisagvik In- Kind	9	Oct 2014	Asst. Supt.
Piloting of Units	In-Kind	9	May 2015	Prog Mnger

Reporting	Indirect	1 - 10	As required	Grant Mnger
Billing	Indirect	1 – 10	As required	Bus. Office

Personnel: The Assistant Superintendent, Lisa Parady, has experience at the State Department of Education and as a NSBSD Assistant Superintendent leading curriculum development. The CDT team includes Cathy Anderegg, Director of Curriculum and Instruction, with a depth of experience in curriculum development – at the State and District level. The Program Manager, Brian Freeman, has six years experience as a principal/district administrator working with predominately Alaska Native/American Indian students. He was a CTE, Social Studies and Language Arts teacher. See attached resumes/vitas.

The adequacy of procedures for ensuring feedback and continuous improvement (10 points).

Ilisagvik will provide important input and perspective during the curriculum mapping process. The results of the CAIM project will be vetted by Elders and/or the Iñupiat Heritage Learning Center as well as by the elected NSBSD School Board.

The NSBSD also has developed Curriculum Design Standards. Just as educators hold student work up against standards, we will use curriculum design standards to specify the qualities that we strive for in our curriculum. The NSBSD Curriculum Development Plan presents a set of design standards to use in reviewing UbD units. These criteria have a dual purpose – 1) to guide self-assessment and reviews to identify design strengths and needed improvements; and 2) to provide a mechanism for quality control; i.e., a basis for validating curricular designs. We will use a modified version of these standards, incorporating the relevant aspects of the Iñupiaq Learning Framework, to review and refine the NSBSD curriculum.

Textbooks have traditionally been a mainstay of teachers. However, textbooks are not THE curriculum! Texts and related instructional resources (e.g., software) will be selected to support the curriculum. Accordingly, Curriculum Content Area Teams will develop and use selection criteria aligned to the district mission, Iñupiaq Learning Framework, content area Overarching Understandings, and NSBSD Learning Principles.

Resources (15 points).

The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits (5 points).

The cost of the project is approximately [REDACTED] per student per year based on 1891 students. There will be a long-term effect within the NSBSD. The curriculum will be aligned with State Standards as well as the Iñupiat Learning Framework. The project will also serve as a model within the State of Alaska as well as with schools with Alaska Native and American Indian students. The re-producible Leveled Readers will be available for not-for-profit educational use for schools that serve Alaska Native, American Indian and Hawaiian students.

(ii) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project (5 points).

In aligning the Career and Technical Education courses, it is imperative that the curriculum includes Industry Standards and is articulated with post-secondary institutions. Ilisagvik College provides expertise in the each of the Career Clusters that the NSBSD intends to develop curriculum material for. Ilisagvik also has a cultural and historical perspective that is imperative to include in the Social Studies curriculum mapping. Ilisagvik has committed to supporting both the CTE and Social Studies Content Teams with personnel and needed technical assistance.

The extent to which the budget is adequate to support the project (5 points).

The budget reflects reasonable costs based on actual travel projections, staff daily rate, publishing costs, and author/illustrator contracts. The NSBSD in-kind contributions will significantly impact the success of this project.

Project Evaluation (10 points).

The extent to which methods of evaluation are thorough, feasible and appropriate to the goals, objectives, and outcomes of the proposed project (5 points).

The extent to which the methods of evaluation include the use of the objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data the extent possible (5 points).

The CAIM project is designed to increase the cultural relevance for all students with the goal of increasing engagement, attendance, and improved student learning. According to a study by Yair (2000), relevance and challenge were the two most important lesson design strategies linked to student engagement in the study. Curriculum aligned with the Iñupiat framework will be more engaging for our students. Student engagement measures have been shown to correlate positively with achievement and negatively with the likelihood of dropping out of school (Fredricks, Blumenfeld, and Paris 2004). Engaged students are more likely to earn better grades and perform well on standardized tests (Fredricks, Blumenfeld, and Paris 2004; Marks 2000). Klem and Connell (2004) found that students who were at optimal levels on their engagement measures were 44% more likely to do well and 23% less likely to have poor attendance.

The CAIM project evaluation is based on research that correlates culturally responsive curriculum and lessons to increased engagement. Increased engagement is strongly linked to increased attendance, increased academic performance, and decreasing dropping out rates. This

project will measure engagement, attendance, readiness to learn, academic performance, and on time graduation rates.

Measurements: The NSBSD Leadership Team will analyze the following data and include the analysis in developing the District Improvement Plan:

Engagement: The NSBSD will measure engagement through the Climate and Connectedness Survey instrument developed by the Association of Alaska School Boards. Students will complete this survey in the Spring of Year One and Three of the grant. This survey was designed to measure “Overall Climate and Connectedness,” through a questionnaire surveying Climate, Connectedness, Student Academic Achievement, Student Risk Behaviors, High Expectations, School Safety, School Leadership, Student, Parent and Community Involvement, Caring Adults, Community Support, and Social and Emotional Learning. Engagement will be inferred based on the student survey results for Overall Connectedness. Fredricks et. al. concluded “student self-report measures can bring the critical voices and perspectives of students into school reform and improvement efforts (2009). (Objective 4).

Attendance: The NSBSD will use the attendance data as submitted to the State of Alaska and reported on the NSBSD School Report Card. Attendance will be analyzed per month by school and per grade aggregated at the district level to reveal trends. (Objective 5).

Readiness To Learn: The percentage of NSBSD Alaska Native children participating in early learning and preschool programs who consistently demonstrate school readiness in language and literacy as measured by the Developmental Profile will be reported.

“The instrument is not intended to be used for the evaluation of individual students to determine their eligibility for any programs, including kindergarten, or for the evaluation of

specific learning programs” (EED 2011). Based on the intended use, the district will measure and report this data, but will not set improvement goals based on this date. (Objective 2)

Academic Performance: The performance percentage at or above proficient of AN/AI on the Spring Language Arts Composite Score, Math, and Science on the State of Alaska Standards Based Assessment as reported on the NSBSD School Report Card will be reported.

The NSBSD will also collect and report data that includes, in significant part, student achievement and will include multiple measures to include the following student based assessments: Alaska Standards Based Assessments for teachers/principals with students in grades 3 – 10, AIMSweb Literacy and Math data for teachers/principals with students in grades K – 8, and Measurement of Proficiency Literacy and Math data for teachers/principals with students in grades 7 – 12. (Objectives 1, 6 and 7)

On Time Graduation Rates: The Graduation Rate required by the Final Title 1 Regulations under NCLB will use the Four-Year Adjusted Cohort Rate, will follow an actual group of students across four years of high school and will be reported as calculated by the Alaska Department of Education and Early Development. (Objective 3).

REFERENCES SITED

Alaska Department of Education & Early Development (2011). *Developmental Profile Implementation Guide*. Retrieved from http://www.eed.alaska.gov/tls/assessment/DevelopmentalProfile/Fall2011/ImplementationGuide_July11.pdf

Barnhardt, Ray and Angayuqaq Oscar Kawagley (2005). *Indigenous Knowledge Systems and Alaska Native Ways of Knowing*. Anthropology & Education Quarterly Volume 36.

Bowman, B., Donovan, M., and Burns, M. (Eds.). (2001). *Eager to Learn: Educating Our Preschoolers*. Washington, DC: National Academy Press.

Bruner, C., Discher, A., & Chang, H. 2011. *Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight*, Child and Family Policy Center and Attendance Works. Attendance Works

California Education Code 2011

Chang, Hedy N., and Mariajosé Romero. 2008. *Present, Engaged, and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades*. Report. New York, N.Y.: National Center for Children in Poverty.

Clay, M.M. (1991) *Becoming Literate: The Construction of Inner Control*. Auckland: Heinemann Education.

Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., & Smink, J. (2008). *Dropout prevention: A practice guide* (NCEE 2008–4025). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/reports/Topic.aspx?tid=06>

EED - Alaska Dept. Of Education & Early Development (2011). *Revised Alaska Developmental Profile Training*. www.eed.state.ak.us/tls/.../Fall2011/DP_PowerPoint_2011.ppt

Fredricks, Jennifer et. al. (2011). *Measuring Student Engagement in Upper Elementary Through High School: a Description of 21 Instruments*. Southeast Regional Educational Laboratory. Retrieved at http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2011098.pdf.

House of Representatives Standing Committee on Employment, Education and Training (1996) *Truancy and exclusion from school*. AGPS, Canberra.

Klem, A. M., & Connell, J. P (2004). *Relationships matter: Linking teacher support to student engagement and achievement*. Journal of School Health, 74, 7, 262 – 273.

Lotz, R., & Lee, L. (1999). *Sociability, school experience, and delinquency*. *Youth & Society* 31 (3), 199-224.

Scammacca, N., Roberts, G., Vaughn, S., Edmonds, M., Wexler, J., Reutebuch, C. K., & Torgesen, J. K. (2007). *Interventions for adolescent struggling readers: A meta-analysis with implications for practice*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

School Attendance Improvement Taskforce (2005): *School Attendance Improvement*. Malta Ministry of Education, Youth and Employment.

United States Census Department (2009). *2005-2009 American Community Survey 5-Year Estimates*. Retrieved from <http://www.census.gov/acs/www/>

Fredricks, J. A., Blumenfeld, P. C, Friedel, J., and Paris, A. (2005). *School engagement*. In K. A. Moore and L. Lippman (Eds.), *What do children need to flourish?: conceptualizing and measuring indicators of positive development*. New York: Kluwer Academic/Plenum Press.

Kanu, Yatta (2007): *Increasing School Success Among Aboriginal Students: Culturally Responsive Curriculum or Macrostructural Variables Affecting Schooling?, Diaspora, Indigenous, and Minority Education: Studies of Migration, Integration, Equity, and Cultural Survival*, 1:1, 21-41

Marks, H. M. (2000). Student engagement in instructional activity: patterns in the elementary, middle, and high school years. *American Educational Research Journal*, 37,153-184.

Musser, M. 2011. *Taking Attendance Seriously: How School Absences Undermine Student and School Performance in New York City*. New York, NY Center for Fiscal Equity.

Yair, Gad (2000) *Educational Administration Quarterly*, Vol. 36:4, 1556-1564