



ATTUNED

Education Partners

Scope of work for North Slope Borough School District
May 2026

Project Summary

The North Slope Borough School District (NSBSD) serves around 2,000 students and 11 communities across Alaska's North Slope, a vast region where the Iñupiat people have lived and educated their children for thousands of years. NSBSD is guided by a mission rooted in Inuguqsiniq, the Iñupiaq principle of raising and educating children in ways that are deeply tied to land, culture, language, and community. The district's aspiration is clear: students who are empowered, culturally rooted, bilingual, healthy, critical, creative, life-long learners.

In SY2025–2026, NSBSD partnered with Attuned Education Partners to build foundational literacy instruction across Utqiagvik and village schools. That first year established critical groundwork: shared understanding of high-quality literacy practice, early instructional routines, and the beginning of a common language across the district. In SY2026–2027, NSBSD is ready to move from foundation-building toward sustainability, and begin developing district-wide literacy infrastructure.

Having secured a CLSD grant for SY2026–2027, NSBSD hopes to provide coaching to teachers with lower growth and achievement data, with a focus on literacy acceleration, instructional decision making, and developing strong coaching relationships, as well as PD for all literacy teachers and upper grade content teachers. In a significant shift this year, we'll add quarterly PD for school leaders to ensure alignment with teacher PD and to sharpen leaders' language and literacy lens for day-to-day teacher coaching, evaluation, and support.

To that end, NSBSD seeks Attuned's continued partnership across three interconnected focus areas:

- **K–5 CKLA Implementation**
- **6–12 MyPerspectives Implementation**
- **6–12 Literacy and Language Across Content Areas**

Attuned Education Partners is uniquely positioned to support NSBSD in this next chapter of the work, given our:

- **Partnership with NSBSD in SY 2025-2026**, in addition to familiarity with the Alaska context through partnerships with Anchorage and Kenai school districts.
- **Deep experience supporting literacy improvement efforts** across large and small school systems nationwide, including specific experience leading literacy transformation in districts with significant staffing and equity challenges — such as Denver Public Schools, Aldine ISD, Richmond Public Schools, and Indianapolis Public Schools.
- **Specific experience with CKLA and MyPerspectives**, including deep knowledge of the curriculum's structure, pedagogical design, and the instructional look-fors that distinguish strong implementation.

- **Expertise in instructional coaching and leadership development**, including the design of observation tools, coaching cycles, and leadership learning structures that build internal capacity rather than dependence on external support.
- **Specific expertise in 6–12 content-embedded literacy and language instruction**, including academic language development, content-area literacy, and the design of secondary professional learning that builds teacher and leader ownership.
- **Equity-oriented design**: 100% of our partners report that we bring an equity lens to our work and create an environment that is trusting, open, and welcoming of diverse opinions and ideas.
- **Strong track record with our partners**, resulting in a Net Promoter Score of 90. 80% of school systems that we've directly supported in ELA for 2+ years have narrowed proficiency gaps between Black and Latinx students and their statewide peers.
- **Status as an approved provider** on a number of rigorously vetted state and national lists for the science of reading, literacy coaching support, and high-quality instructional materials implementation, such as Rivet and multiple state agencies.

Attuned is pleased to respond to this opportunity. If awarded, this project would be led by Adrienne Endres, Deputy Chief of Academics, and supported by Brittany Bernacchi, Senior Director of Leader Development.

Project Outline and Proposed Approach

Attuned will partner with NSBSD on the following workstreams:

Workstream 1: Project Management Support for New Director of Curriculum and Instruction

- Identify key roles and schedule recurring meetings.
- Identify key dates and align on deliverables.
- Manage the project (e.g., hold biweekly check-ins with the project lead).
- Provide ongoing thought partnership in elementary and secondary literacy and support time-sensitive problem-solving and communication.
- Provide bi-weekly, 30-minute coaching and support for the new Director of Curriculum and Instruction.

Workstream 2: CARE Observation Tool Adoption for Central Office

CARE streamlines classroom observations and helps leaders understand instructional patterns across grades and schools. It supports consistent feedback, stronger and more focused coaching, and better instructional planning throughout the year.

- Usable with any rubric
- Easy-to-use interface, on any device
- Real-time visibility across classrooms and teams
- In-app feedback and trackable action steps delivered directly to teachers
- Fully customizable observation forms grounded in your rubrics and banks of indicators
- Onboarding and training for observers

Workstream 3: Teacher and Leader Professional Development

6–12 Grade All Content Virtual PDs or PLCs (3, 1-hour sessions)

Develop and deliver three virtual one-hour PDs for 6–12 teachers based on classroom trends, dedicated to deepening, expanding, and implementing culturally and linguistically sustaining language and literacy strategies across content areas, with a continued focus on writing across content areas. Tentative objectives and design:

- Develop opportunities for meaningful writing and language development across content areas and strategies to bring writing and language to life for all students.
- Develop opportunities for meaningful discussion across content areas.
- Experience a model, and internalize the research, planning, and impact.
- Engage in dedicated planning and practice time.

K–5 CKLA Virtual PDs or PLCs (3, 1-hour sessions)

Develop and deliver three virtual PDs for teachers focused on CKLA implementation. Tentative objectives and design:

- Understanding curriculum design and the key impact of each component.
- Opportunities for writing across the CKLA curriculum.
- Differentiating the curriculum in single and mixed-grade classrooms.
- Experience a model, and internalize the research, planning, and impact of strong CKLA instruction.
- Engage in dedicated planning and practice time.

6-12 MyPerspectives Virtual PDs or PLCs (3, 1-hour sessions)

Develop and deliver three virtual PDs for 6-12 ELA teachers focused on effective MyPerspectives implementation. Tentative objectives and design:

- Understanding curriculum design and the key impact of each component.
- Scaffolding for access while maintaining grade-level rigor and intentional design.
- Experience a model, and internalize the research, planning, and impact of strong CKLA instruction.
- Engage in dedicated planning and practice time.

Leader Virtual PD (4, 1.5-hour sessions)

Develop and deliver four virtual 1.5-hour trainings for leaders focused on observing and supporting effective language and literacy implementation in content, CKLA, & MyPerspectives:

- Ensure alignment in observation/coaching with teacher PD sessions
- Provide resources and practice to sharpen leaders' ability to observe for language and literacy instruction and give focused, actionable feedback.
- Build collective practice around regular observation and feedback cycles as a way to improve outcomes building-wide.
- Experience a model, and internalize the research, planning, and impact of strong observation, feedback, and coaching practices.
- Engage in dedicated planning and practice time for coaching conversations.

Workstream 4: Site Visits to Conduct Classroom Observations, Provide Feedback and Coaching, and Monitor Progress

Conduct four week-long site visits across the year (two per Attuned consultant) to a selected group of NSBSD schools alongside district and school leaders. Each visit will include:

- Up to 4 days of in-school support, typically 1–2 day visits at Utqiagvik schools and 1–2 day visits at village schools.
- Collecting data on CKLA implementation and 6–12 literacy and language implementation, in content areas and MyPerspectives, to identify progress and gaps.
- Summarizing trends and recommendations to inform responsive supports in a brief written report.
- Debriefing observation data with district and school leaders to inform responsive professional learning and support.
- Providing direct coaching and implementation support to site-based leaders and teachers, including through observation and feedback cycles or on-demand PD.

Workstream 5: Prioritized Teacher Coaching

Provide monthly instructional coaching cycles for 18 teachers, based on SY2025–2026 student data. Each teacher will receive 16 virtual coaching sessions at 20 minutes each over the course of the year (approximately 2x/month). Coaching cycles will include:

- Co-planning for a specific instructional strategy, focus area, or curriculum implementation goal.
- Teachers submitting instructional videos of planned instruction in action.
- Teachers bringing samples of student work to analyze.

- Debriefing with targeted feedback and next steps that lead into the next cycle.

These focus teachers will also have opportunities for in-person observation, debrief, and coaching during site visits, as possible. Instructional coaches and/or school leaders are strongly encouraged to join the coaching cycle as a means to build their capacity and align feedback.

1	Project management and Director of Curriculum and Instruction support	\$10,000
2	Prioritized teacher coaching	\$72,197
3	Teacher and leader professional development	\$33,750
4	Classroom observations to monitor instructional progress (4 trips x 4 days)	\$129,985
Total		\$245,932

Proposed Project Team

If awarded, this effort would be led and supported by the following Attuned team members:

Adrienne Endres is a Deputy Chief of Academics at Attuned Education Partners. She is an experienced education leader with a strong focus on multilingual learners and bilingual programming. With nearly two decades of experience in Pre-K-12th grade education, Adrienne most recently served as the Executive Director of Multilingual Education in Denver Public Schools. In this role, she not only tripled the availability of Dual Language and Newcomer programming for historically underserved students, but also achieved remarkable growth in English language proficiency – outpacing the state and exceeding pre-pandemic growth trends. Adrienne's career began as a bilingual teacher in Perú, and she has since held various instructional and leadership positions at both school and district levels in Denver. Throughout her career, she has consistently advocated for underserved students and has been instrumental in creating programming, professional development, curricular resources, and program review processes that prioritize student outcomes. Adrienne has expanded the Seal of Biliteracy program, significantly increasing the number of recipients, through the integration of explicit language instruction into all content areas, as well as World and Heritage Language programming, aiming to develop the cultural and linguistic competencies of all students. Adrienne holds a B.A. in Journalism and Technical Communication from Colorado State University and an M.A. in Culturally and Linguistically Diverse Education from the University of Colorado Denver.

Brittany Bernacchi is a Senior Director of Leader Development at Attuned Education Partners. Previously, Brittany served as Senior Manager of Teacher and Leader Development for DSST Public Schools, leading a team responsible for supporting teacher and instructional leader

development for the 6-12 network. DSST Public Schools was recognized as the Broad Prize winner for Public Charter Schools in 2018. Brittany also served as an Associate School Director and Director of Curriculum and Instruction at DSST Green Valley Ranch High School, which consistently has been rated one of the top high schools in Denver and in Colorado. In 2016, DSST Green Valley Ranch High School was recognized as a National Blue Ribbon School. Prior to moving into leadership at DSST, Brittany served as a math and math intervention teacher as DSST students achieved top math growth in the state of Colorado. Brittany started her teaching career in Denver as a Teach For America corps member teaching Special Education. She holds a B.A. in Psychology from Washington University in St. Louis.

How We Work

Go from vision to impact with a partner who understands what it takes to succeed.

- We work with school and school system leaders who want to improve outcomes for all students—especially those farthest from opportunity.
- As experienced practitioners committed to educational equity, we understand the barriers. And how to overcome them.
- We've tailored our approach accordingly.
- We engage with a mix of empathy and rigor.
- We listen deeply—taking the time to build trust and form strong relationships.
- We adapt proven approaches and content to meet your specific context.
- And we never lose sight of the goal—everything we do is about helping you accelerate outcomes.
- At the end of our time together, you'll be set up for continued success. Well aligned. And well equipped to achieve lasting impact.

Our vision: All students have equitable access to educational excellence.

Our mission: Our experienced practitioners combine empathy and rigor to help PK-12 systems and leaders become well aligned and well equipped to deliver breakthrough outcomes for all students—especially those farthest from opportunity.



Our Partners

We have supported over 300 school systems, including:

Academy of the Pacific Rim	Evangeline Parish	Pueblo School District 60
Achievement First	Gestalt Community Schools	Randolph Public Schools
Albuquerque Public Schools	Guilford County Schools	Raul Yzaguirre Schools for Success
Aldine ISD	Hartford Public Schools	Richmond Public Schools
Alliance College-Ready Public Schools	Iberville Parish	Roaring Fork Schools
Anchorage School District	IDEA Public Schools East Baton Rouge	Rocketship
Aspire Public Schools	Indianapolis Public Schools	Rocky Mountain Prep
Assumption Parish	Ingenuity Prep	Rooted Schools Foundation
Atlas Public Schools	Jackson Parish Schools	Sabine Parish
Aurora Public Schools	Kenai Peninsula Borough School District	Salem Public Schools
Avoyelles Parish School Board	KIPP Baltimore, Colorado, Memphis	Somerville Public Schools
Baltimore City	Launch School	South San Francisco Unified School District
Boston Public Schools	Leominster Public Schools	Springfield Public Schools
Claiborne Parish	Lincoln Parish	St. John the Baptist Parish
Clark County School District	Lowell Public Schools	St. Landry Parish
Cleveland Municipal SD	Madison Parish School Board	Tulsa Public Schools
Colorado Springs: D11	Manchester School District	Union Parish
Columbus City Schools	Mastery Charter Schools	United Schools
Dallas ISD	Momentum Academy	University City School District
DC Public Schools	Natchitoches Parish School Board	UP Academy
Democracy Prep Public Schools	Newport Public Schools	Vanguard Collegiate of Indy
DeSoto Parish	pilotED	Vista Charter Public Schools
DSST Public Schools	Pointe Coupee Parish	West Carroll Parish
East Feliciana Parish	Portland (ME) Public Schools	West Springfield Public Schools
Ednovate		Winchendon Public Schools
Equitas Academy		

"Because Attuned facilitated the creation of the deliverables for our engagement by the people who will be expected to implement the work, I am very confident that those individuals and teams have high ownership and commitment to seeing the work through. The Attuned team has been very nimble and flexible throughout our process, allowing us to co-create a very locally contextualized experience while simultaneously never letting us stray away from the evidence and research."

- Dr. Warren Morgan, Superintendent, Cleveland Metropolitan School District

"One of Attuned's greatest strengths is its human capital. We're able to work with individuals who have practical knowledge of the work, possess enthusiasm for the work, are personable, and are professional. The entire suite of strategic planning tools and resources has been beneficial. The utility of these has staying power. State and system leaders are utilizing them for continuous improvement efforts."

- Jennifer Tuttleton, Deputy Assistant Superintendent, Louisiana Department of Education

"[One of Attuned's greatest strengths is] Leveraging diverse voices and data perspectives to bring clarity and coherence to the instructional work of large school districts is significant. Attuned Partners is bold in their focus on closing the opportunity gap for students with HQIM...The team is highly knowledgeable and created many opportunities for group think and collaboration. We always walk away from the meetings feeling smarter about the research and best practices while working on our own problems of practice."

- Dr. Michelle Broughton, Deputy Chief Academic Officer, Dallas ISD

"The professionalism, candor, and overall support Attuned has provided my district is of such quality. My district accepts their feedback and TRUSTS the work. Attuned KNOWS my staff, their challenges and recognizes what it will take to move the needle. They present with honesty but without a threatening approach. Leaders look forward to speaking with presenters. I have ZERO complaints. I would keep Attuned for as long as we can!! I want the organization to recognize the level and depth of knowledge of their staff. I am fascinated and always inspired by their work."

- Paula Deacon, Superintendent, Leominster Public Schools