



DRIP/MTSS Job Aid

1. Use this document to guide you as you complete your DRIP/MTSS. Access your previous year's DRIP/MTSS for reference.

 <p>Alaska Reads #akreads</p>	<h2 style="margin: 0;">The Alaska Reads Act</h2>	 <p>EDUCATION & EARLY DEVELOPMENT</p>
<p>K-3 District Reading Improvement Plan (DRIP)</p> <p>Multi-Tiered System of Supports (MTSS)</p> <p>MTSS is a framework that provides tiered support through data-driven instruction and intervention to address the literacy needs of students.</p>		
<u>School District:</u>	<u>School Year:</u>	
<u>District Contact:</u>	<u>DEED Point of Contact:</u>	

Example

2. **Tier 1:** Capture the core reading program being utilized to meet the needs of all students in K-3rd grade. Grade-level programs may vary.

Curriculum/Program

- Evidence-aligned core curriculum
 - Structured Literacy
 - Systematic and explicit instruction
 - Supplemental & Differentiation
- Does not include three-cueing instructional practices

Learner

- All students

Frequency

- Number of days per week

Time

- Recommended 90-120 minutes per day

Group Size

- Whole group instruction
- Differentiate small groups based on instructional progress monitoring

Progress Monitoring Frequency

- Monitoring progress toward grade-level standards mastery learning
 - Core program Check-ins

Component	Tier 1: Universal Instruction
Curriculum/Program	<ul style="list-style-type: none"> Benchmark Advance UFLI replacement phonics (K-2) *Weekly Data Analysis to determine student needs for support
Learner	ALL students
Frequency	5 days a week
Time	90 minutes
Group Size	Whole class and differentiated small groups
Progress Monitoring Frequency	3-4 weeks

Example

3. **Tier 2:** Capture the **targeted** intervention program(s) being utilized to meet the needs of those identified students in K-3rd grade. In addition to Tier 1, verify that the Tier 2 interventions provide the following.

Curriculum/Program

- Targeted instruction
- Intervention has a positive effect size of 0.4 or greater
- Supplemental and aligns with Tier 1 instruction

Learner

- Identified below benchmark on assessment data

Frequency

- Number of days per week

Time

- 30-40 minutes

Group Size

- 5-10 students per group

Progress Monitoring Frequency

- Every 2-3 weeks in the area of deficit that is identified as below benchmark

Component	Tier 2: Targeted Instruction
Curriculum/Program	<ul style="list-style-type: none"> • Amplify intervention • Boost reading • UFLI (K-2) double dose
Learner	Identified students in need of support based on assessment data.
Frequency	5 days a week
Time	40 minutes
Group Size	Recommendation: Flexible groups of less than 10
Progress Monitoring Frequency	2-3 weeks

4. **Tier 3:** Capture the **intensive** intervention program(s) being utilized to meet the needs of those identified students in K-3rd grade.

Curriculum/Program:

- Intensive instruction
- Intervention has a positive effect size of 0.4 or greater
- Replacement curriculum, and if supplemental, ensures alignment with Tier 1 and 2 instruction

Learner

- Identified well below benchmark on assessment data and/or limited progress in the acquisition of literacy skill(s).

Frequency

- Number of days per week
- When it occurs (during or out of school)

Time

- 30-60 minutes per day

Group Size

- 1-1 or 2-4 students per group

Progress Monitoring Frequency

- Every 1-2 weeks in the area of deficit that is identified as below benchmark

Component	Tier 3: Intensive Instruction
Curriculum/Program	<ul style="list-style-type: none"> • 1:1 tutoring • Data driven • Intense, explicit, rigorous instruction • Possible replacement core • Outside the regular school day
Learner	Identified students in need of intensive support based on assessment data.
Frequency	5 days a week (including outside school days)
Time	30 minutes
Group Size	Recommendation: Flexible groups of less than 5
Progress Monitoring Frequency	1-2 weeks

5. **Assessments Used:**

- List the screener and progress monitoring tool you are using.
- List the Diagnostic Reading Assessment that is used to identify specific skill deficits to guide adaptations to intervention when a student's reading progress is insufficient. (e.g., CORE, PAST, EasyCBM, etc.)

Assessments Used	Screener and Progress Monitoring Tool: mCLASS DIBELS 8 literacy screener
	Diagnostic Reading Assessment(s) used: Core Phonics Survey or Houghton Mifflin Reading Diagnostic Assessment

6. **Attendance Rate:** Review [Attendance: A Multi-tiered Approach](#) and complete the attendance section.

- Determine the district's current rate of attendance
- Create a district-wide goal(s)
- Develop a multi-tiered system of supports according to district needs

Component	Attendance Resources		
Attendance Rate	Current Rate: 80%	Interim Goal: 90%	Goal: 95% attendance rate (of all students)
Attendance Supports	Tier 1: <ul style="list-style-type: none"> • Daily positive greetings to build belonging • Visual attendance trackers in classrooms • Schoolwide incentives for good or improved attendance • Consistent routines that make school feel safe and predictable • Welcome-back routines for returning students • Share attendance expectations and district-wide attendance goal(s) with families 	Tier 2: <ul style="list-style-type: none"> • Positive phone calls or texts • Problem-solving meetings with family • Identify root causes (transportation, health, anxiety, etc.) and provide wraparound support • Incentives for improved attendance 	Tier 3: <ul style="list-style-type: none"> • Attendance contracts with student & family • Check in - Check out • Transportation or scheduling adjustments • Behavior or mental health supports

7. **Communication and Home Supports:** Complete the section and verify the following conditions:

- Public meeting dates to share a description of the school's essential components of K-3 DRIP/MTSS with stakeholders are listed
- District communication plan for the required 10 parent notifications for all students with an Individual Reading Improvement Plan (IRIP)
- Description of home supports for early literacy

Communication and Home Supports	October 24, 2025, School board meeting to share DRIP/MTSS plan Schedule of 10 parent notifications, IRIP (see attached schedule) Scheduled quarterly Family Events to share literacy resources (Q1- PreK - 2/Waterford at home, Q2- Dolly Parton Imagination Library, Q3-UFLI Home Supports, Q4-Summer Tutoring Opportunities)
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8. **Professional Development section:** Complete the section and verify that all of the following information is included:

- Number of days/hours of professional development completed throughout the school year
- Training may include:
 - Reading Instruction/Science of Reading
 - Intervention Strategies
 - ELL/Multilingual Instruction
 - Data Dialogue/Assessment Literacy

Professional Development	mCLASS DIBELS 8 New Teacher Training, August 9, 2025, all new K-3 staff mCLASS DIBELS 8 Calibration Course, K-3 teachers, completion by August 17, 2025 NWEA Data Analysis training, 3-grade teacher, September 10, 2025
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9. **Summer Learning Plan/Outside School Hours:** Complete the section and verify that the Alaska Reads Act's required 20 hours of summer learning for students transitioning from third grade to fourth grade through a waiver has been met.

Summer Learning	June 15th - July 31, 2026 - 3rd Grade <i>Phonics for Reading</i> 4 days a week, 10 a.m. - 2:00 p.m. June 15th - July 31
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10. Provide links to your district's IRIP Template and Parent Notification Letter template used to notify families.

IRIP	Link to your Individual Reading Improvement Plan (IRIP) Template
Parent Notification	Link to your Parent Notification Letter Template

11. **Data Table:** Complete the Data Table using end-of-year data showing the percentage of students:

- DIBELS 8 - Benchmark & Above (combined)
- AK STAR - Proficient & Advanced (combined)

Component	Data Analysis: Percentage of Students DIBELS (benchmark/above) and AK STAR (proficient/above)		
Data Source	Grade	2023-24	2024-25
EOY DIBELS 8 Composite	K		
EOY DIBELS 8 Composite	1st		
EOY DIBELS 8 Composite	2nd		
EOY DIBELS 8 Composite	3rd		
EOY DIBELS 8 Composite	K-3*		
AK STAR ELA	3rd		
AK STAR ELA	4th		
	<ul style="list-style-type: none"> • End of Year (EOY) DIBELS (Dynamic Indicators of Basic Early Literacy Skills) • Alaska System of Academic Readiness (AK STAR) - English Language Arts (ELA) • *Schools with less than 10 students per grade, complete the EOY DIBELS 8 Composite K-3. 		