

The Alaska Department Reading Program, established under Alaska's Reads Act, is a voluntary initiative for schools serving kindergarten through third grade that receive state funding and meet eligibility requirements as identified through Alaska Statutes 14.03.123 and described in AS 14.30.765 and 14.30.770.

Designed to provide direct support for participating schools in raising literacy proficiency in Alaska's lowest-performing 25% of K-3 schools, this program offers comprehensive support from a Department Reading Specialist for each participating school. Through collaborative planning, the District Reading Improvement Plan/Multi-Tiered System of Support (DRIP/MTSS) will be strengthened. As part of the plan, the program will enhance the ability of schools to implement a K-3 Intensive School Reading Improvement Plan (ISRIP). Support addresses evidence based instructional materials and practices, data dialogue, professional development, student focused scheduling and intervention practices, and communication with parents/guardians and other stakeholders.

DEED will notify eligible districts/schools about the opportunity to apply for the Department Reading Program. All completed applications received by DEED on or before the due date will be reviewed. Selection of program participants will be based on the evidence provided in the completed application packet and the district/school's readiness to receive and implement department reading intervention support.

Completed applications and all required documents are to be submitted to:
Diane.Ditton@alaska.gov. All applicants will receive an application receipt acknowledgment by email.

Questions about the program, please contact: Diane.Ditton@alaska.gov

Annual Notification of Opportunity to Participate	Notifications and Application: Fall
Application Available	January 14, 2025
Informational Q and A Sessions	January 28 & 30, 2025, 2-3 PM
Department Reading Program Application Due:	February 14, 2025
Department Reading Program Notification of Acceptance:	April 1, 2025
Department Reading Program Period:	July 1, 2025 – June 30, 2026
End of Program Report Due:	June 30, 2026

Part 1 - Requirements

School Information

Applicant name: Joy Cogburn-Smith & Tracy Bell
Position/Title: Director of State & Federal Programs, Director of Curriculum & Instruction
Email: jcogburn@nwarctic.org, tbell@nwarctic.org Phone: 907-442-1800
School Name: Kiana School
School District: Northwest Arctic Borough School District
Mailing address: PO Box 51 Kotzebue, AK 99752

The Department Reading Program's application process follows AS 14.30.770 and AAC 06.310.

The Department Reading Program, as outlined in AS 14.30.777, aims to support schools within the lowest performing 25% of schools. The Alaska Department of Education and Early Development (DEED) will evaluate eligible applicants by reviewing historical and current student achievement data and the District Reading Improvement Plan (DRIP/MTSS). Complete all three parts of this application. Part 1 requires the following:

- Attach your District Reading Improvement Plan (DRIP/MTSS)
- Complete the following data tables

AK Star 3 rd Grade ELA Approaching Proficient/Needs Support	
Year	3 rd Grade ELA Data
2022-2023	5/6
2023-2024	6/6

mCLASS DIBELS 8 Grade K-3 Composite Score Below/Well Below Benchmark						
Year	Completion Rate	Beginning of Year (BOY)	Completion Rate	Middle of Year (MOY)	Completion Rate	End of Year (EOY)
2023-2024	97%	72%	84%	59%	94%	41%
2024-2025	90%	57%	86%	47%	N/A	N/A

Part 2 - Self-Evaluation of Readiness to Engage with DRP

The Self Evaluation of Readiness tool is designed to help applicants assess their school's readiness to engage with Department Reading Program (DRP). Evaluate the following elements based on your school's current literacy practices. Identify strengths and areas for improvement to enhance literacy outcomes for students. Each rating should be grounded in evidence, not perceptions, to accurately reflect the school's progress in implementing the AK Reads K-3 District Plan.

1 = Important, but not feasible now

3 = Partially in place, under development

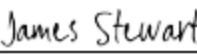
2 = Area to Develop

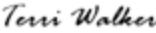
4 = Completely in place

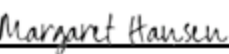
Area to Evaluate	Rating Self-Score	Comments to Support Score
Our District was served by Department Reading Program (DRP) in FY 24-25	No	
Multi-Tiered System of Support	3	District-wide plan and structure in place some school sites need additional supports to fully implement.
Evidence-based Literacy materials	4	Currently in Place District-Wide
Universal Instruction (aka Core Instruction, Tier I)	4	Currently in Place District-Wide
Interventions (Tier II, Tier III) Time and Intensity	2	Interventions are available to all school sites; staff need professional development and more systematic guidance on which interventions to implement based on data
Assessment (literacy screener, diagnostics, summative assessments, etc.)	4	Currently in Place District-Wide
Data-based Decision Making	2	Development is needed for schools to use grade-level or site-level data to effectively plan and implement interventions and school-wide school improvement
Professional Development	3	Partially in place district-wide, more focused PD is needed with intervention and how to effectively use data to plan and implement interventions.
Community & Family Involvement	2	Family involvement is an area that all schools can improve with more targeted outreach and consistent messaging

Part 3 - District/School Commitment to Student Learning

Required Component	Response
Provide a statement describing the district or school's commitment and dedication to enhancing reading outcomes and implementing targeted reading improvement goals through the Department Reading Program.	NWABSD is committed to improving reading outcomes through the Department Reading Program. Using a structured Multi-Tiered System of Supports (MTSS), the district implements into Reading (HMH) for core instruction and approved interventions at each school. Dedicated time blocks ensure explicit instruction, with professional development supporting effective teaching. Progress monitoring guides data-driven decisions with the district refining instructional strategies and interventions to enhance student success in reading.
Based on your self-assessment, describe the desired support and how it will improve K-3 reading proficiency.	NWABSD seeks targeted support to strengthen K-3 reading proficiency by enhancing intervention time and intensity, refining data-driven decision-making, and expanding professional development. Additional training will ensure effective implementation of evidence-based literacy materials and interventions. Improved assessment strategies, including diagnostics and progress monitoring, will help identify student needs earlier and adjust instruction accordingly. Strengthening community and family involvement will further support literacy growth beyond the classroom. These efforts will create a more cohesive and effective Multi-Tiered System of Support (MTSS).

DocuSigned by:

 90E522D5BA4D34FF
 School Principal Signature 2/14/2025
 Date

DocuSigned by:

 875EE113672AA43
 District Superintendent Signature 2/14/2025
 Date

DocuSigned by:

 45AF15CC2084428
 School Board Representative Signature 2/14/2025
 Date