

Department Reading Program Application



Alaska Department of Education & Early Development

PO Box 110500

Juneau, AK 99811-0500

education.alaska.gov

General Application Information

Submit completed applications and required documents to: Diane.Ditton@alaska.gov

All applicants submitting applications will receive an application receipt acknowledgement by email.

Please direct questions to:

Kristi Graber

907 – 269 – 7671

kristi.graber@alaska.gov

Alaska Department Reading Program Purpose

The purpose of the Alaska Reads Act Department Reading Program is to provide direct support for participating schools as identified through AS

14.03.123 and described in AS 14.30.765 and 14.30.770.

The Alaska Department of Education and Early Development (DEED) will prioritize schools that scored the highest on the rubric indicating a high level of readiness for the Department Reading Program intervention in their school.

Timeline

Annual Notification of Opportunity to Participate in the Department Reading Program	Notifications and Application: Fall
Informational Webinar	December 4, 2023
Department Reading Program Application Due:	February 15
Department Reading Program Notification of Acceptance:	April 1
Department Reading Program Improvement Plan Due:	May 1
Department Reading Program Period:	July 1 – June 30
Quarterly Reports Due:	October, January, March, May
End of Program report Due:	June 30 of 2 nd year

The completed application packet includes:

Application	Completed application with district name, and school name, and submitted with the school principal and superintendent signatures.
District Intervention Plan – School Implementation	Submit the school implementation guidance of the K-3 MTSS District Intervention Reading Plan- daily schedule, intervention schedule, professional development plan, etc. (upload PDF attachments).
Needs Assessment	Given your AK Star, Literacy Screener data, and other data related to student outcomes- what did you determine were the school's areas of need? If applicable, the needs assessment from Title 1 or School Improvement as it relates to ELA can be used.
School's Signed Commitment	The school shall signify the commitment to its educational reading goals and the purposeful engagement strategies of staff, administration, and school board for the successful achievement of the stated goals.
Vision Statement	Narrative of the school's vision statement for reading improvement with the implementation support of the Department Reading Program.
School Self-Evaluation of Readiness Score	Self-assessment of the school's overall system of MTSS, use of evidence-based reading materials, evidence-based literacy screener, core reading curriculum, participation in professional development provided by DEED.

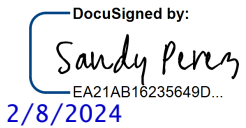
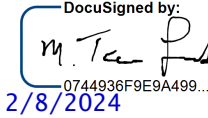
Application Review Process:

All completed applications received by DEED on or before the due date will be reviewed. A rubric will be used to evaluate applications and awards will be based on the highest scores. A lottery method may be utilized depending on the number of qualified applications received.

If needed- Use this area to enter any additional information for the department to consider during the application review process.

Department Reading Program Application

School Information

Name and Role of Person Completing Form: Sandy Perez	Email: sperez@aisdk12.org
School Name: Richard Johnson Elementary	
School District: Annette Island School District	
Mailing Address: 89 Milton St. Metlakatla, AK 99926	Phone: (907) 886-4121
Principal's Name: Sandy Perez	Principal Signature: 
Superintendent's Name: Taw Lindsey	Superintendent Signature: 

Section 1:

Self-Evaluation of Readiness

The Self Evaluation of Readiness Tool is intended for the applicant to evaluate current practices, structures, beliefs, and values that contribute to student achievement in literacy. Ratings in the instrument should be based on evidence and not perceptions alone.

To rate the implementation of your school's AK Reads K-3 District Plan, check the rating which best describes the progress for each item:

1 = Important, but not feasible now

2 = Area to Develop

3 = Partially in place, under development

4 = Completely in place

Area to Evaluate	Rating Self-Score	
Multi-Tiered System of Support	3	<input type="checkbox"/>
Evidence-based Literacy materials	4	<input type="checkbox"/>
Universal Instruction (aka Core Instruction, Tier I)	3	<input type="checkbox"/>
Interventions (Tier II, Tier III)	3	<input type="checkbox"/>
Assessment (literacy screener, diagnostics, summative assessments, etc.)	3	<input type="checkbox"/>
Data-based Decision Making	4	<input type="checkbox"/>
Professional Development	3	<input type="checkbox"/>
Community & Family Involvement	2	<input type="checkbox"/>

Section 2:

Submission of following documents:

Section: AK Reads K-3 MTSS District Reading Intervention Plan	
AK Reads K-3 MTSS District Intervention Plan school implementation guidance is provided.	<input checked="" type="checkbox"/>
The district plan has been updated to reflect how the school has adjusted daily schedule, of reading interventions chosen, or professional development offered to staff and faculty.	<input checked="" type="checkbox"/>
The updated plan clearly shows dedication to raising reading proficiency levels.	<input checked="" type="checkbox"/>

Section: Needs Assessment narrative

Given your AK Star, Literacy Screener data, and other data related to student outcomes- what did you determine were the school's areas of need? If applicable, the needs assessment from Title 1 or School Improvement as it relates to ELA can be used:

The school has a very systematic approaches to collecting student data, looking at the data as a team (per student and as a grade level) and determining next steps for support. The areas we consider are based on more than one data point and where the student is functioning at academically. We consider data collected from our phonics interventions, MAPS data, and the Amplify progress monitoring data and data probes. We also have two people who provide intervention to specifically focus on students who are displaying signs of dyslexia.

The area we struggle with is parent involvement/participation and student attendance. Often times we have students who are gone for extended periods of time due to a variety of reasons. We try to work with the parent by providing work for when the student is gone, interventions for when they return and after school interventions.

It would be good to look at what we are doing to engage the families and see what other districts have done based on similar populations and rule communities.

We would like to continue with the interventions we currently have in place and increase the time spent on MTSS. We do meet on a monthly basis but with the needs of our students it does not seem like enough time.

Student centered discussion and inquiry (thoughts & wonderings)

Complex texts, scaffolded for students who are at a different instructional level than peers

Using knowledge building by making the readings relatable to students based on their unique living environment, which includes cultural components

Using classroom displays that relate to the curriculum

Using common language across the grade levels and within their culture & music classes

Aligning the theme between the reading and their science and social studies to include a holistic learning experience

Continue to provide staff development and focus on different areas of reading, the last focus was on writing

Continue to provide the professional development building wide, which includes the paraprofessionals and specials teachers

***strengthen the curriculum team to meet on a weekly basis as opposed to a monthly basis and include a variety of staff from both upper and lower elementary grades

Section: Vision Statement

Please write the school's vision statement for reading improvement with the implementation support of the Department Reading Program:

Our mission is to foster a love for reading in all students while improving their literacy skills and creating curious learners who ask questions and about their thoughts and wonders through a language rich environment.

Section: Signed School Commitment Statement

As a school, we are committed to participate in the Department Reading Program, to improve reading outcomes and make progress in our school goals in these areas as outlined in the Intensive Support Reading Intervention Plan:

1. Multi-Tiered System of Support
2. Evidence-based Literacy Materials
3. Universal Instruction
4. Interventions
5. Assessment
6. Data-based Decision-making
7. Professional Development
8. Community and Family Involvement

Signatures:

School Administrator:

DocuSigned by:
Sandy Perez
EA21AB16235649D...

2/8/2024

District Level Administrator:

DocuSigned by:
M. T. Perez
0744930F9E9A499...

2/8/2024

Appendix A: Criteria for Review & Scoring

Alaska Department Reading Program Application Scoring Rubric



School:

School district:

Total Points Awarded: /160

Required Information	Yes	No	Reader's Comments
AK Reads K-3 MTSS District Intervention Plan – School Implementation Guidance			
Needs Assessment			
School Readiness Self-Evaluation			
School Commitment Statement			
Vision Statement			

Section	Maximum Score	Reader's Score
AK Reads K-3 MTSS District Intervention Plan – School Implementation	35	
Needs Assessment	35	
School Readiness Self-Evaluation	42	
School Commitment Statement	10	
Vision Statement	38	
Total	160	

Reviewer:

Date reviewed:

Alaska Department Reading Program Scoring Guide

School:

School District:

Section: AK Reads K-3 MTSS District Reading Intervention Plan	Maximum Score	Reader's Score
AK Reads K-3 MTSS District Intervention Plan school implementation guidance is provided.	10	
The district plan has been updated to reflect how the school has adjusted daily schedule, of reading interventions chosen, or professional development offered to staff and faculty.	10	
The updated plan clearly shows dedication to raising reading proficiency levels.	15	
Total	35	

Section: Needs Assessment	Maximum Score	Reader's Score
Given your AK Star, Literacy Screener data, and other data related to student outcomes- what did you determine were the school's areas of need? If applicable, the needs assessment from Title 1 or School Improvement as it related to ELA can be used.	35	
Total	35	

Section: School Readiness Self-Evaluation	Maximum Score	Reader's Score
School Readiness Self-Evaluation is complete.	10	
School Readiness Self-Evaluation score	32	
Total	42	

Section: Signed School Commitment Statement	10 points
<p>As a school, we are committed to participate in the Department Reading Program, to improve reading outcomes and make progress in our school goals in these areas as outlined in the Intensive Support Reading Intervention Plan:</p> <ul style="list-style-type: none"> • Multi-Tiered System of Support • Evidence-based Literacy Materials • Universal Instruction • Interventions • Assessment • Data-based Decision-making • Professional Development • Community and Family Involvement <p>Signature:</p> <p>School Administrator:</p> <p>District Level Administrator:</p>	

Section: Vision Statement	Maximum Score	Reader's Score
Please write the school's vision statement for reading improvement with the implementation support of the Department Reading Program:	38	
Total	38	

Certificate Of Completion

Envelope Id: 8020DC4334154C2DBAC848473C422BC4

Status: Completed

Subject: Complete with DocuSign: Annette Island AK Reads Department Reading Program 24.25 Application.pdf

Source Envelope:

Document Pages: 10

Signatures: 4

Envelope Originator:

Certificate Pages: 4

Initials: 0

Diane Ditton

AutoNav: Enabled

PO Box 110206

Enveloped Stamping: Disabled

Juneau, AK 99811

Time Zone: (UTC-09:00) Alaska

diane.ditton@alaska.gov

IP Address: 136.226.57.35

Record Tracking

Status: Original

Holder: Diane Ditton

Location: DocuSign

2/8/2024 2:13:30 PM

diane.ditton@alaska.gov

Security Appliance Status: Connected

Pool: StateLocal

Storage Appliance Status: Connected

Pool: State of Alaska

Location: DocuSign

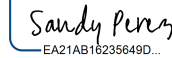
Signer Events**Signature****Timestamp**

Sandy Perez

sperez@aisdk12.org

Security Level: Email, Account Authentication
(None)

DocuSigned by:


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Viewed: 2/8/2024 2:43:50 PM

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Company Name: State of Alaska

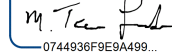
Taw Lindsey

tlindsey@aisdk12.org

Superintendent

Security Level: Email, Account Authentication
(None)

DocuSigned by:


0744936F9E9A499...

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Viewed: 2/8/2024 4:44:21 PM

Signed: 2/8/2024 4:45:11 PM

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Electronic Record and Signature Disclosure:

Accepted: 10/20/2021 10:59:41 AM

ID: f428c729-606d-4f7a-a5ed-aa987204b3b2

Company Name: State of Alaska

In Person Signer Events**Signature****Timestamp****Editor Delivery Events****Status****Timestamp****Agent Delivery Events****Status****Timestamp****Intermediary Delivery Events****Status****Timestamp****Certified Delivery Events****Status****Timestamp****Carbon Copy Events****Status****Timestamp**

Tina Peyer

tina.peyer@alaska.gov

Security Level: Email, Account Authentication
(None)**COPIED**

Sent: 2/8/2024 4:45:12 PM

Viewed: 2/9/2024 8:31:27 AM

Electronic Record and Signature Disclosure:

Carbon Copy Events	Status	Timestamp
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Witness Events	Signature	Timestamp
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Notary Events	Signature	Timestamp
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Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	2/8/2024 2:21:20 PM
Certified Delivered	Security Checked	2/8/2024 4:44:21 PM
Signing Complete	Security Checked	2/8/2024 4:45:11 PM
Completed	Security Checked	2/8/2024 4:45:12 PM

Payment Events	Status	Timestamps
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Electronic Record and Signature Disclosure		
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ELECTRONIC RECORD AND SIGNATURE DISCLOSURE

Please read this Electronic Records and Signature Disclosure (ERSD). It concerns your rights regarding electronically undertaking, and the conditions under which you and the State of Alaska agree to electronically undertake, the transaction to which it relates (the “TRANSACTION”).

Consent to Electronically Undertake the TRANSACTION

You can electronically undertake the TRANSACTION only if you confirm that you meet the following requirements by selecting the box next to “I agree to use electronic records and signature” (the “AGREE BOX”):

1. you can fully access and have read this ERSD;
2. you can fully access all of the information in the other TRANSACTION records;
3. you can retain all of the TRANSACTION records in a form that you will be able to fully access for later reference;
4. you consent to undertake the TRANSACTION electronically; and
5. you are authorized to undertake the TRANSACTION. (Please note that falsely undertaking the TRANSACTION may subject you to civil liabilities and penalties and/or to criminal penalties.)

If you cannot or are not willing to confirm each of these five things, do not select the AGREE BOX.

Withdrawing Consent

If you select the AGREE BOX, you can withdraw your consent to electronically undertake the TRANSACTION at any time before you complete the TRANSACTION: simply do not finalize it. The only consequence of withdrawing your consent is that you will not finalize the TRANSACTION.

If you select the AGREE BOX, your consent will apply only to this TRANSACTION. You must separately consent to electronically undertake any other transaction with the State of Alaska.

Paper Option for Undertaking the TRANSACTION

You may undertake the TRANSACTION with the State of Alaska using paper records. (State of Alaska employees who want to undertake the TRANSACTION in paper should contact the agency responsible for the TRANSACTION.) Print the paper records on the website of the State of Alaska agency responsible for the TRANSACTION, or request them from the agency. The State of Alaska homepage is at <http://alaska.gov/>.

Copies of TRANSACTION Records

After completing the TRANSACTION but before closing your web browser, you should download the TRANSACTION records. Or you can download the records within 30 days after

completing the TRANSACTION using the link in the DocuSign email sent to the email address you used to complete the TRANSACTION. The State of Alaska will not provide a paper copy of the TRANSACTION records as part of the TRANSACTION. Under the Alaska Public Records Act (APRA), AS 40.25.100–.295, you can request a copy from the agency responsible for the TRANSACTION, but if too much time has passed, the agency may no longer have the records when you make your request. If required under the APRA, the agency will charge a fee.

Required Hardware and Software

For the minimum system requirements to electronically undertake the TRANSACTION, including accessing and thereby retaining the TRANSACTION records, visit <https://support.docusign.com/guides/signer-guide-signing-system-requirements>. These requirements may change. In addition, you need access to an email account.

How to Contact the State of Alaska

To ask a question on this ERSD or the DocuSign document generated after you complete the TRANSACTION or on using DocuSign to electronically undertake the TRANSACTION, contact the Alaska Department of Administration at either of the following addresses:

State of Alaska
Department of Administration
550 West 7th Avenue
Suite 1970
Anchorage, AK 99501
Reference: DocuSign

doa.commissioner@alaska.gov
Subject: DocuSign

To ask any other question on the TRANSACTION records or to update the information for contacting you electronically, contact the State of Alaska agency responsible for the TRANSACTION using the contact information in the TRANSACTION records or, if those records contain no contact information, using the contact information on the agency's website. Again, the State of Alaska homepage is at <http://alaska.gov/>.