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 2nd 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:	Email:
School Name:	
School District:	
Mailing Address:	Phone:
Principal's Name:	Principal Signature:
Superintendent's Name:	Superintendent Signature:

Nicolle Egan, Interim Chief School Administrator
Hoonah City School
PO Box 157
366 Garteeni Hwy
Hoonah, AK. 99829
1-907-945-3613 (ext 220)
1-907-444-4809 (mobile)

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	
Evidence-based Literacy materials	
Universal Instruction (aka Core Instruction, Tier I)	
Interventions (Tier II, Tier III)	
Assessment (literacy screener, diagnostics, summative assessments, etc.)	
Data-based Decision Making	
Professional Development	
Community & Family Involvement	

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.
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.
The updated plan clearly shows dedication to raising reading proficiency levels.

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:

Section: Vision Statement

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

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:

Nicolle Egan, Interim Chief School Administrator
Hoonah City School
PO Box 157
366 Garteeni Hwy
Hoonah, AK. 99829
1-907-945-3613 (ext 220)
1-907-444-4809 (mobile)

District Level Administrator:

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

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:

- Multi-Tiered System of Support
- Evidence-based Literacy Materials
- Universal Instruction
- Interventions
- Assessment
- Data-based Decision-making
- Professional Development
- Community and Family Involvement

Signature:

School Administrator: Nicolle Egan, Interim Chief School Administrator

District Level Administrator:

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: HCSD's vision for reading improvement is multifaceted. Below are areas included in the vision. 1) All reading interventions will be in place and running efficiently and effectively by the end of January. 2) Reading scores will increase by at least 3% by the end of the school year, 3) Parents and community stakeholders will participate in regularly scheduled conferences, Family Engagement nights and their child's reading program as whole . 4) Parents and community stakeholders will have a better understanding of the reading crisis and how we are addressing it. 5) HSCD will address excused and unexcused absenteeism in a proactive way. 6) HSCD will have a qualified Reading Specialist hired by the end	38	
Total of the school year.	38	

map

map Class Profile   Winter 2023-2024   Language Arts

Instructor: Martin, J.
School: Hoonah Elementary School

Reading Test Results for Attendance - Martin - 1(A)

ACHIEVEMENT PERCENTILES

Of 12 students, 8 have tested and have a score.

Expecting a different number? Learn more about this data and test scores

Most are below the mean (50th percentile).

Number of Students by Percentile

Percentile	Count
>80%	0
61 – 80%	0
41 – 60%	3
21 – 40%	1
<21%	4

COMPARISONS

Grade 1
(8 students)

Class Average RIT: 152.8
Your grade 1 students have scores below the national average (166).

Median Percentile: 14

STUDENT DETAILS

ACHIEVEMENT   INSTRUCTIONAL AREAS RIT SCORES
Growth: Reading K-2 AK 2012

Students	Gr	Percentile	RIT	Lexile		Literature and Informational	Language and Writing	Vocabulary Use and Functions	Foundational Skills
Campbell, Aundrea	1	5	144	BR400L-BR340L		147	143	134	151
Contreras, Moises	1	59	169	BR10L-140L		161	173	181	159
Contreras, Sofia	1	50	166	BR65L-85L		169	168	157	172
Contreras, Tobias	1	53	167	BR45L-105L		165	171	160	171
Hernandez, Maisie	1	21	155	BR280L-BR130L		152	154	158	156
Smith-Lee, Anastasia	1	3	140	BR400L-BR400L		149	135	131	143
Stoltzfus, Hannah	1	6	145	BR400L-BR320L		150	136	146	148
Wolfe, Judson	1	1	136	BR400L-BR400L		133	140	147	125

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ACHIEVEMENT   INSTRUCTIONAL AREAS RIT SCORES
No Test Results

Students	Gr	Percentile	RIT	Lexile		--
Booze, Jocelyn	1	--	--	--		
Koenig, Radly	1	--	--	--		
Sarabia-Lee, Dante	1	--	--	--		
Wright, Matthew	1	--	--	--		

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Instructor: Coutlee, C.
School: Hoonah Elementary School

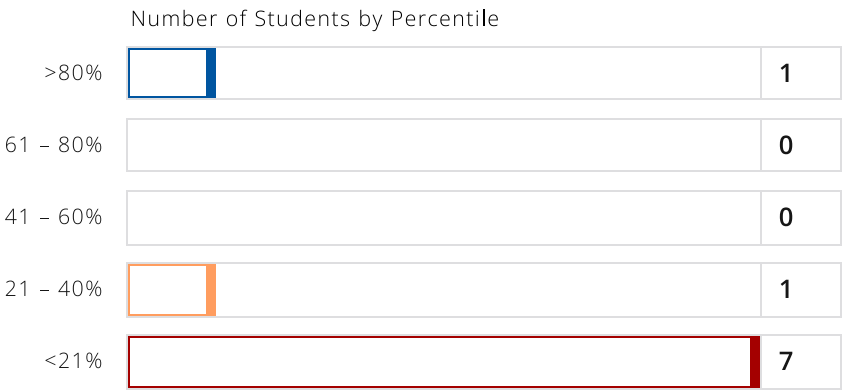**map** Class Profile   Winter 2023-2024   Language Arts

Reading Test Results for Attendance - Coutlee - 1(A)

ACHIEVEMENT PERCENTILES

Of 11 students, 9 have tested and have a score.

Expecting a different number? Learn more about this data and test scores

Most are below the mean (50th percentile).

Number of Students by Percentile

Percentile	Count
>80%	1
61 – 80%	0
41 – 60%	0
21 – 40%	1
<21%	7

COMPARISONS

Grade 2
(4 students)

Class Average RIT: 168
Your grade 2 students have scores below the national average (181).

Median Percentile: 7

Grade 3
(5 students)

Class Average RIT: 170.8
Your grade 3 students have scores below the national average (194).

Median Percentile: 5

STUDENT DETAILS

ACHIEVEMENT / INSTRUCTIONAL AREAS RIT SCORES
Growth: Reading 2-5 AK 2012 V2

Students	Gr	Percentile	RIT	Lexile	Vocabulary	Informational Text	Literary Text
Budke, Tayla	2	5	156	BR260L-BR110L	146	165	157
Courtney, William	3	2	160	BR180L-BR30L	164	159	153
Elliott, Nelila	3	40	190	395L-545L	208	183	182
Gray, Raelyn	3	18	179	185L-335L	176	179	183
Moritz, Madison	3	5	167	BR45L-105L	171	179	151
Styers, Alfie	2	97	210	780L-930L	202	219	208
Tyler, Trigg	2	1	145	BR400L-BR320L	140	136	160
Wolfe, George	3	1	158	BR220L-BR70L	164	155	157

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ACHIEVEMENT / INSTRUCTIONAL AREAS RIT SCORES
Growth: Reading K-2 AK 2012

Students	Gr	Percentile	RIT	Lexile	Literature and Informational	Vocabulary Use and Functions	Foundational Skills	Language and Writing
Dalton, Lily	2	9	161	BR160L-BR10L	163	155	158	167

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ACHIEVEMENT / INSTRUCTIONAL AREAS RIT SCORES
No Test Results

Students	Gr	Percentile	RIT	Lexile	
Coutlee, Avram	2	---	---	---	--
Martin, Dominic	2	---	---	---	

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Class Profile   Winter 2023-2024   Language Arts

Instructor: Johnston, P.
School: Hoonah Elementary School

Reading Test Results for AM Attendance - Johnston - 1(A)

ACHIEVEMENT PERCENTILES

Of 16 students, 13 have tested and have a score.

Expecting a different number? Learn more about this data and test scores

Most are below the mean (50th percentile).

Number of Students by Percentile

Percentile	Students
>80%	0
61 – 80%	1
41 – 60%	2
21 – 40%	1
<21%	9

COMPARISONS

Grade 4
(13 students)

Class Average RIT: 183.5
Your grade 4 students have scores below the national average (202).

Median Percentile: 7

STUDENT DETAILS

INSTRUCTIONAL AREAS RIT SCORES
Growth: Reading 2-5 AK 2012 V2

Students	Gr	ACHIEVEMENT Percentile	ACHIEVEMENT RIT	ACHIEVEMENT Lexile	Vocabulary	Literary Text	Informational Text
Aleksieva, Dimitra	4	68	210	780L–930L	218	213	198
Coutlee, Macklin	4	22	190	395L–545L	188	193	190
Fred, Patsy	4	7	179	185L–335L	184	175	176
Gonzalez, Ariah	4	1	163	BR125L–25L	156	168	166
Grams, Saundra	4	1	167	BR45L–105L	165	167	169
Hansen, Liam	4	7	179	185L–335L	185	167	186
Jack, James	4	16	186	320L–470L	191	186	181
Koenig, Mackenzie	4	2	169	BR10L–140L	176	158	173
Martin, Avery	4	56	205	685L–835L	204	203	209
Smith, Mia	4	41	199	570L–720L	192	205	201
Williams, Jacklynn	4	3	173	70L–220L	182	169	167
Williams, Roy	4	20	189	380L–530L	179	195	194
Williams, Thayr	4	5	176	125L–275L	179	184	166

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INSTRUCTIONAL AREAS RIT SCORES
No Test Results

Students	Gr	ACHIEVEMENT Percentile	ACHIEVEMENT RIT	ACHIEVEMENT Lexile	--
Hill-Bate, Shaylee	4	---	---	---	
Jewell, Ravin	4	---	---	---	
Wright, Kevin	4	---	---	---	

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map Class Profile   Winter 2023-2024   Language Arts

Instructor: Baysinger, B.
School: Hoonah Elementary School

Reading Test Results for Attendance - Baysinger - 1(A)

ACHIEVEMENT PERCENTILES

All 9 students have tested and have a score.

Expecting a different number? Learn more about this data and test scores

Most are below the mean (50th percentile).

Number of Students by Percentile

>80%	1
61 – 80%	0
41 – 60%	3
21 – 40%	1
<21%	4
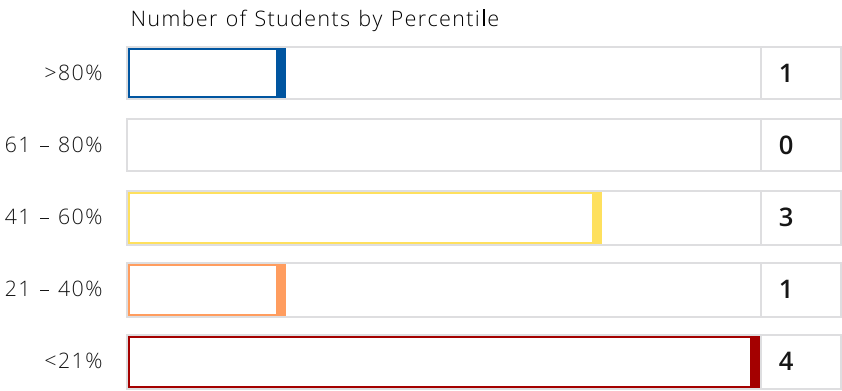
COMPARISONS

Grade 5
(9 students)

Class Average RIT: 200.4
Your grade 5 students have scores below the national average (209).

Median Percentile: 37

STUDENT DETAILS

INSTRUCTIONAL AREAS RIT SCORES
Growth: Reading 2-5 AK 2012 V2

ACHIEVEMENT

Students	Gr	Percentile	RIT	Lexile		Vocabulary	Literary Text	Informational Text
Campbell, Leelind	5	14	192	435L–585L		194	189	192
Courtney, Nicholas	5	1	172	50L–200L		168	174	174
Hinchman, Carter	5	57	212	820L–970L		209	218	208
James, Keicee	5	37	204	665L–815L		204	208	200
Lafferty, Kamari	5	10	189	380L–530L		188	186	194
Michel, Liam	5	47	208	745L–895L		207	207	211
Shepard, Trissa	5	83	224	1050L–1200L		223	228	222
Smith, Addison	5	45	207	725L–875L		205	210	206
Williams, Marcie	5	20	196	515L–665L		201	186	201

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Comparing Measures: DIBELS 8th Edition
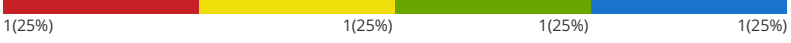
View	Population	Time	Measure
Segment Results by: School Grade Divider: On	Show Students Enrolled: On Test Day Grade: All Grades District: Hoonah City School District School: Hoonah Elementary School	School Year: 2023-2024 Period: 23-24 BOY	Measure: All Measures Level Filter: All Levels

Hoonah City School District — Current as of 01/03/2024
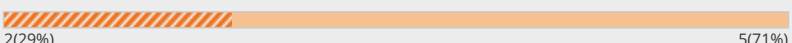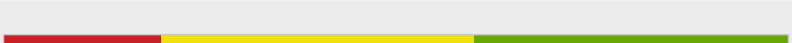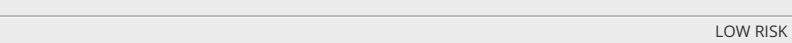
↳ **Hoonah Elementary School**

↳ **Grade K**

Measures		20% 40% 60% 80%	Total Students
Composite Score	23-24 BOY	2(50%) ████████ 2(50%)	4
Letter Names (LNF)	23-24 BOY	3(75%) ████████ 1(25%)	4
Phonemic Awareness (PSF)	23-24 BOY	1(25%) 1(25%) 1(25%) 1(25%)	4
Letter Sounds (NWF-CLS)	23-24 BOY	1(25%) 2(50%) 1(25%)	4
Decoding (NWF-WRC)	23-24 BOY	1(25%) 3(75%)	4
Word Reading (WRF)	23-24 BOY	1(25%) 2(50%) 1(25%)	4
RAN	23-24 BOY	1(50%) 1(50%)	2
Risk Indicator	23-24 BOY	AT RISK 1(50%) ··· LOW RISK 1(50%)	2

↳ **Grade 1**

Measures		20% 40% 60% 80%	Total Students
Composite Score	23-24 BOY	6(67%) 1(11%) 2(22%)	9
Letter Names (LNF)	23-24 BOY	5(56%) 3(33%) 1(11%)	9
Phonemic Awareness (PSF)	23-24 BOY	7(78%) 1(11%) 1(11%)	9
Letter Sounds (NWF-CLS)	23-24 BOY	6(67%) 2(22%) 1(11%)	9
Decoding (NWF-WRC)	23-24 BOY	6(67%) 2(22%) 1(11%)	9
Word Reading (WRF)	23-24 BOY	6(67%) 3(33%)	9
Reading Accuracy (ORF-Accu)	23-24 BOY	4(45%) 2(22%) 2(22%) 1(11%)	9

Measures	23-24 BOY		Total Students
Reading Fluency (ORF)	4(45%) · 2(22%) · 1(11%) · 2(22%)		9
Spelling	4(57%) · 3(43%)		7
Risk Indicator	AT RISK 2(29%) · LOW RISK 5(71%)		7

↳ Grade 2

Measures		20% · 40% · 60% · 80%	Total Students
Composite Score	23-24 BOY	4(66%) · 1(17%) · 1(17%)	6
Letter Sounds (NWF-CLS)	23-24 BOY	3(50%) · 1(17%) · 2(33%)	6
Decoding (NWF-WRC)	23-24 BOY	3(50%) · 1(17%) · 2(33%)	6
Word Reading (WRF)	23-24 BOY	4(67%) · 2(33%)	6
Reading Accuracy (ORF-Accu)	23-24 BOY	4(67%) · 2(33%)	6
Reading Fluency (ORF)	23-24 BOY	4(67%) · 2(33%)	6
Reading Comprehension (Maze)	23-24 BOY	2(34%) · 2(33%) · 2(33%)	6
Vocabulary	23-24 BOY	1(20%) · 2(40%) · 2(40%)	5
Spelling	23-24 BOY	1(20%) · 4(80%)	5
Risk Indicator	23-24 BOY	LOW RISK 5(100%)	5

↳ Grade 3

Measures		20% · 40% · 60% · 80%	Total Students
Composite Score	23-24 BOY	3(75%) · 1(25%)	4
Letter Sounds (NWF-CLS)	23-24 BOY	3(75%) · 1(25%)	4
Decoding (NWF-WRC)	23-24 BOY	3(75%) · 1(25%)	4
Word Reading (WRF)	23-24 BOY	3(75%) · 1(25%)	4
Reading Accuracy (ORF-Accu)	23-24 BOY	3(75%) · 1(25%)	4

Reading Fluency (ORF)	23-24 BOY	4(100%)	4
Reading Comprehension (Maze)	23-24 BOY	4(100%)	4
Vocabulary	23-24 BOY	2(50%) 2(50%)	4
Spelling	23-24 BOY	1(34%) 1(33%) 1(33%)	3
Risk Indicator	23-24 BOY	AT RISK LOW RISK 1(33%) 2(67%)	3

K-3 MTSS District Reading Intervention Plan Rubric

DISTRICT Helen Cheek Superintendent cheekh@hoonahschools.org		Complete and Consistent Implementation 5	Partial or Inconsistent Implementation 3	Little or No Implementation 1	Not Evident of Implementation 0
Tier I: Universal Instruction					
Notes: Benchmark Advanced; 2021	a.	The core program promotes systematic and explicit i nstruction and is designed to teach grade level standards for the **five components of reading and oral language**. Comprehensive instructional materials are evidence-based, do not include three-cueing instructional practices designed to ensure **all grade-level content standards.**	The core program promotes systematic and explicit instruction and is designed to teach grade level standards for the **five components of reading and oral language**. Some of the instructional materials are evidence-based, do not include three-cueing instructional practices and designed to teach most **grade-level content standards.**	The district has a core program adopted which does not teach all components of reading and oral language. Some of the instructional materials may include three-cueing instructional practices and does not cover the scope of **grade-level content standards; supplementation is required.**	The district does not have an adopted core program. Some of the instructional materials may include three cueing instructional practices. The instructional material does not cover the scope of the **grade-level content standards, supplementation is required.**
90-99 Minutes	b.	All grades have sufficient time for reading instruction and reading time is protected.	Instructional time for reading may be adequate and is generally protected.	Instructional time for reading is not always protected and may be insufficient.	Instructional time for reading is not protected nor sufficient.
	c.	Additional time is provided for multi-tiered system of support based on assessed need at all grade levels	Additional time is provided for multi-tiered support based on assessed need in most grade levels	Some additional time is provided for multi-tiered support without regard to assessed need at some grade levels.	No evidence of a multitiered system of support exists.

Tier II: Targeted Intervention

Sylvan Learning 4-10th: Saxon Phonics and Spelling K-3rd Instructional Materials, PAST Phonological Assessment	a.	Intervention materials, based on proven results, are selected to provide a multi-tiered system of support based on identified skill needs.	Intervention materials are available for a multi-tiered system of support but are not clearly based on identified skill needs.	An assortment of intervention materials has been selected but have little or no connection to skill needs.	No intervention materials have been selected.
5 days a week; 30-34 minutes; 5-6 group size	b.	The Tier 2 *Intervention Programs* provide explicit, systematic, and sequential direct instruction, does not include three-cueing instructional practices, and is evidence-based. ESSA defines evidence-based as results from high-quality studies determining the intervention to have positive effects. A desirable effect size is generally considered to be .4 or greater.	All Tier 2 interventions are evidence based in content areas and grade levels where they are available.	Some Tier 2 interventions are evidence based in content areas and grade levels where they are available.	Tier 2 interventions are not evidence based in content areas and grade levels where they are available.
	c.	Tier 2 interventions supplement Tier 1.	Tier 2 interventions sometimes supplement Tier 1 and sometimes replace Tier 1 instruction	Tier 2 interventions replace Tier 1	Tier 2 interventions are not evident in the K-3 MTSS Plan.

Tier III: Intensive Intervention

Same programs listed as in Tier II. Doing after school tutoring for students with IRIPs. The city has given funding for snacks for the tutoring group. In school, 1:1 40 min., 5 days a week	a.	The Tier 3 *Intervention Programs* provide explicit, systematic, and sequential direct instruction, does not include three-cueing instructional practices, and is evidence-based. ESSA defines evidence-based as results from high-quality studies determining the intervention to have positive effects. A desirable effect size is generally considered to be .4 or greater.	All Tier 3 interventions are evidence based in content areas and grade levels where they are available.	Some Tier 3 interventions are evidence based in content areas and grade levels where they are available.	Tier 3 interventions are not evidence based in content areas and grade levels where they are available

5 days a week; 40+ minutes; 1 to 1 group size	b.	Tier 3 interventions are more intensive than Tier 2 interventions and are adapted to address individual student needs in a number of ways (e.g., increased duration or frequency, change in interventionist, decreased group size, change in instructional delivery, and change in type of intervention) through an iterative manner based on student data.	Tier 3 interventions are more intensive than secondary interventions based only on preset methods to increase intensity (e.g., sole reliance on increased duration or frequency, change in interventionist, decreased group size, or change in intervention program).	Tier 3 interventions are not more intensive (e.g., no increase in duration or frequency, change in interventionist, change in group size, or change in intervention) than Tier 2 interventions.	Tier 3 interventions are not evident in the K-3 MTSS Plan.
	c.	Tier 3 interventions supplement Tier 1 and 2.	Tier 3 interventions sometimes supplement Tier 1 and sometimes replace Tier 2 intervention.	Tier 3 interventions replace Tier 1 or 2.	Tier 3 interventions are not evident in the K-3 MTSS Plan.

Universal Screening Process

Using the state approved literacy screener.	a.	The district has a coherent and clear assessment system, including an approved screener (mClass or approved screener by waiver), progress monitoring, diagnostic, and outcome measures.	The district has an approved screener (mClass or approved screener by waiver) and progress monitoring.	The district has an approved screener (mClass or approved screener by waiver) and is establishing a progress monitoring schedule.	The district does not have an approved screener (mClass or approved screener by waiver).
PAST, Benchmark Advanced Diagnostic Tools, Sylvan Diagnostic Tool	b.	There is evidence that diagnostic assessment is consistently used to identify specific skill deficits to guide adaptations to intervention when a student's reading progress is insufficient	There is some evidence that diagnostic assessment is used to identify specific skill deficits to guide adaptations to intervention when a student's reading progress is insufficient; however, use of diagnostic assessment is inconsistent.	Current diagnostic assessments do not identify specific reading skill deficits.	No evidence of diagnostic assessment usage.

Professional Development

4 of 6 topics covered	a.	Professional development includes reading instruction, support aligned with the core reading program, assessment to improve instructional practice, data based decision making, and delivery of interventions.	Some forms of professional development are available, but most are not consistent to ensure continuous improvement in reading instruction, or support aligned with the core reading program, assessment, to improve instructional practice, data based decision making, and delivery of interventions.	The school does not have a well-defined, professional development plan to support continuous improvement of reading instruction.	Professional development plan is not evident.
5 full days	b.	Professional development plan identifies the expected number of days/hours for professional development throughout the school year.	Professional development plan identifies the general number of days for professional development throughout the school year.	Professional development plan identifies an estimate of the number of days for professional development throughout the school year.	Professional development plan is not evident.

Public Communication

School board meetings every month, City Council (city providing money for snacks for the after-school tutoring students), met with the Mayor and the Tribe already about the AK Reads Act. Will be brought up every month at the family engagement nights.	a.	All of the following conditions are met: (1) public meeting dates with a description of the school's essential components of K-3 MTSS is shared with stakeholders; (2) a coherent plan is implemented for updating parents on Individual Reading Improvement Plans, and; (3) families are informed about decision making process of students receiving Tier 2 and 3 intervention	Two of the following conditions are met: (1) public meeting dates with a description of the school's essential components of K-3 MTSS is shared with stakeholders; (2) a coherent plan is implemented for updating parents on Individual Reading Improvement Plans, and; (3) families are informed about decision making process of students receiving Tier 2 and 3 intervention	One of the following conditions are met: (1) public meeting dates with a description of the school's essential components of K-3 MTSS is shared with stakeholders; (2) a coherent plan is implemented for updating parents on Individual Reading Improvement Plans, and; (3) families are informed about decision making process of students receiving Tier 2 and 3 intervention	There is no evidence of public communication or meetings.

Home Supports

3rd Tuesday of the month are family engagement nights, P/T conferences twice a year and then IRIP students will have a P/T conference right away after the assessment window closes. 8/21/23- parent meeting night to go through the AK Reads Act-- after-school tutoring will be open for students with IRIPs K-5, starting as soon as assessments are completed	Specific resources are described which are parent-friendly for home use. The plan for parent training is specifically outlined with dates.	Resources are described which are parent-friendly for home use. A plan for parent training is evident.	Some parent-friendly resources are described. No evidence of plans for parent training.	Parent-friendly resources and training plans are not evident.

Scoring:

0 = K-3 MTSS District Intervention Plan is not accepted. Submit revision with changes within 15 days

1= Conditional Acceptance. Changes in this domain must be addressed for next school year submission

3= Acceptance. Minor changes are encouraged for next school year submission

5= Accepted as final form.

Recommendations: (At least 2)

1. Throughout this year, analyze the effectiveness of the interventions programs with student data to determine any needs for additional intensive programs to be implemented.

2. Best practice for Tier 1 Core Instruction is 90-120 minutes. As you look into the following school year, work on increasing your Tier 1 time to the later end.

1st DEED Review: 8-22-23

- IRIP document reviewed
- Parent Notification document reviewed

2nd DEED Review: 8/23/23

- IRIP document reviewed - state template in file
- Parent Notification document reviewed - state template in file

SY Fall 23-24

(light blue)	On IEP	
(red)	TIER III	
(orange)	TIER II	
(green)	On Grade Level	
(yellow)	Too Many absents to qualify for tutoring	

Grade	Grade Level Reading	Grade Level Math	Days Absent
4	0	1.7	3
4	0	0	0
4	1.3	3.6	0
4	1.5	1.5	1.5
4	1.6	2.1	2.5
4	1.6	2.2	3.5
4	1.7	2.4	6.5
4	2.3	3.2	3
4	2.3	1.6	0.5
4	2.4	3.2	1.5
4	2.5	2.4	0.5
4	4.3	5.3	0
4	4.5	4.8	1
4	Kindergarten	0.7	0.5
4	Kindergarten	0.7	7
4	Not yet tested	0	1.5
5	2.5	4.6	0
5	3.5	7.6	1
5	3.9	3.5	4
5	4.1	6.8	4
5	4.2	3.9	2
5	4.3	3.7	9
5	4.4	3.4	1
5	5.2	7.5	0.5
5	Not yet tested		4
6	3.5	4.2	1.17
6	5.4	10.8	9
6	5.5	6.6	2
6	6.5	6.2	0.67
6	7.1	9.4	1.84
6	Not yet tested		
6			
6	Not yet tested		

7	3	1.9	7.21
7	3.1	3.8	1.02
7	4.1	5.4	0.68
7	4.6	4.8	2.2
7	5.9	6.7	4.69
7	6.1	4.8	4.85
7	6.8	5.4	5.85
7	8.1	7.1	1.02
7	Not yet tested	5.5	3.52
7	Not yet tested	5.1	1.34
7	Not yet tested	0	4
7	Not yet tested		4.87
8	2.8	4	0
8	3.3	6	20.2
8	4.6	1.9	0.68
8	5	8.8	1.68
8	5.8	7.5	0.68
8	6.4	6	2.36
8	7.6	4.7	2.18
8	7.7	9.9	4.68
8	Kindergarten	4.9	2.2
8	Not yet tested		0.85
8	Not yet tested		2.2
8	Not yet tested		1.52
9	3.3	7.4	0
9	3.5	4.8	2.17
9	5.4	5.9	1.53
9	7	4.4	7.41
9	8	7.3	0.34
9	8.9	13	4.19
9	Not yet tested		4.37
10	4.1	7.9	1.17
10	4.5	7.2	2.34
10	4.6	11	0
10	5.6	8.2	3.03