

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.


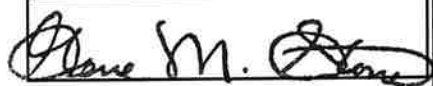
Application Review Process:

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: Emily Poole and Shanna Johnson	Email: epoole@lysd.org
School Name: Kotlik School	
School District: Lower Yukon School District	
Mailing Address: - PO Box 20129 Kotlik, AK 99620	Phone: 1-907-313-8646E
Principal's Name: Emily Poole	Principal Signature: 
Superintendent's Name: Gene Stone	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
Evidence-based Literacy materials	4
Universal Instruction (aka Core Instruction, Tier I)	3
Interventions (Tier II, Tier III)	3
Assessment (literacy screener, diagnostics, summative assessments, etc.)	4
Data-based Decision Making	2
Professional Development	4
Community & Family Involvement	2

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:

Reviewing mClass Dibels data, which is an new assessment we know that our Phonemes, Phonics and decoding skills still need work. We are using a new program Amplify CKLA, and have been learning all of the new components. We adopted mClass Intervention with BOOST to assist us with intervention time. We continue Lexia CORE5, and student data shows that we are making gains in this area. We have changed the entire structure of the day and all materials. On 2/8/24 we will be receiving UFLI training and books which should assist with the Phonics component. We were introduced to Heggerty but our materials were lost in the mail. We will reimplement Heggerty. Our most difficult problem is the teacher turnover. We just received our new Kindergarten teacher in January.

Section: Vision Statement

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

Kotlik School will improve literacy school-wide by focusing on data-driven instruction. We will make aligned decisions that will raise the skills in each of the components of literacy for all students. Our teachers and families believe that Alaska DEED can assist us with improving these core components - reading, writing, speaking, and listening - through mentoring, modeling, and support.

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:



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:

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:

38**Total****38**