

Alaska Department Reading

Program Application



Alaska Department of Education & Early Development

PO Box 110500

Juneau, AK 99811-0500

education.alaska.gov

Alaska Department Reading Program Purpose and Information

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: Shanna Johnson

Position/Title: Director of Curriculum and Instruction

Email: Shanna.Johnson@lysd.org Phone: 1-907-252-7159

School Name: All LYSD schools

Currently DRP Schools: Kotlik School, Russian Mission, Hooper Bay School, and Marshall.

We would also like to add: Alakanuk School, Emmonak School, Mountain Village School, Nunam Iqua School, Pilot Station, and Scammon Bay.

School District: Lower Yukon School District

Mailing address: *NEW ADDRESS our district office has moved to:

Lower Yukon School District attn: Shanna Johnson or John Hargis

2518 E Tudor Rd

Anchorage, AK 99507

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	Both Data Sets on One Sheet
2023-2024	Both Data Sets on One Sheet

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 23-24 3rd Grade all mClass Data	23-24 Completion Report by Grade/School					
2024-2025 24-25 3rd Grade all mClass Data	24-25 Completion Report by grade/school					

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 the 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	4	Heather DeBerry is our support coach.
Multi-Tiered System of Support	4	LYSD MTSS Plan
Evidence-based Literacy materials	3	Tier I CKLA Tier II mClass Intervention Tier III Lexia CORE5 UFLI (*need additional training) Heggerty*(need additional training)

Universal Instruction (aka Core Instruction, Tier I)	4	CKLA Amplify
Interventions (Tier II, Tier III) Time and Intensity	2	We have the time blocked, monitoring the intensity and the instruction would be highly beneficial to LYSD. Add UFLI and Heggerty
Assessment (literacy screener, diagnostics, summative assessments, etc.)	4	mClass DIBELS mClass Intervention (progress monitoring)
Data-based Decision Making	2	LYSD teachers “see” the data, additional training in grouping and instruction of the components of the data are a targeted need.
Professional Development	3	Needed Heggerty, UFLI
Community & Family Involvement	2	We need additional training in collaboration with parents on Science of Reading; teaching the components of the SOR to our parents.

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.	The Lower Yukon School District (LYSD) is dedicated to enhancing reading outcomes and achieving targeted reading improvement goals through a comprehensive and proactive approach. With the support of CLSD funding, we have made significant strides in bolstering our reading instruction. LYSD has purchased a six-year contract for the <i>Amplify CKLA</i> Tier I reading curriculum, ensuring a strong foundational literacy program across all grade levels. Additionally, we have integrated the <i>mCLASS Intervention</i> with BOOST and aligned it with the <i>mCLASS DIBELS</i> screener to

	target the specific needs of struggling readers. To further support our students, we have fully implemented Tier II and III instruction during the school day using <i>mCLASS Intervention</i> and <i>Lexia CORE5</i> as our primary interventions. These tools have proven effective in supporting students' growth and building their literacy skills. We have also introduced our first Literacy Night at Kotlik, with additional events at Emmonak and Alakanuk, using resources and presentations from the Family Engagement Center to engage families and promote literacy in the home. Over the past two years, we have successfully completed all Individualized Reading Intervention Plans (IRIPs) and have collaborated with families on implementing the Multi-Tiered System of Supports (MTSS). Moving forward, we recognize the importance of increasing family involvement in improving both attendance and reading scores. As we continue to develop our literacy programs, LYSD is committed to enhancing instruction through professional development and seeking further collaboration with the Department Reading Program (DRP). With the foundational tools in place, we now seek additional support to refine our instructional practices and strengthen our partnership with families to ensure sustained student success.
Based on your self-assessment, describe the desired support and how it will improve K-3 reading proficiency.	Based on our self-assessment, LYSD seeks targeted support in several key areas to improve K-3 reading proficiency. We would greatly benefit from implementation training and support focused on phonemic awareness to strengthen foundational literacy skills. Specifically, we would like to ensure consistency across the district by utilizing <i>Heggerty</i> materials as a supplement following the training, ensuring a unified approach to phonemic instruction. Additionally, we aim to expand and enhance our Literacy Family Nights, making them more engaging and meaningful. These events will not only promote literacy but also foster excitement and involvement from both students and parents, helping to improve

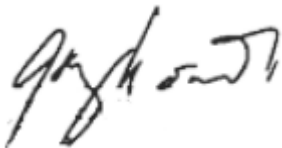
	attendance and overall family engagement. LYSD also seeks further training in instructional practices, particularly for our teachers (especially J1's), and we would like to extend this professional development to include paraprofessionals, ensuring that all staff members are equipped with the tools and strategies needed to support student success. Finally, we would appreciate continued feedback and guidance from Heather DeBerry, whose consistent support has led to positive changes in our practices. Her input has been invaluable, and we are eager to continue working with her to further refine our instructional approaches and improve student outcomes. With these additional supports, we believe we can make significant progress in enhancing reading proficiency across the district.
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Curriculum Director Signature Date **2/20/25**



District Superintendent Signature Date **2/20/25**



School Board Chairman Signature Date **2/20/25**