

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: 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: Noorvik Elementary

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	15/15
2023-2024	24/24

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	56%	78%	30%	78%	97%	76%
2024-2025	94%	78%	93%	72%	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),

Signed by:

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Leslie Eibell

School Principal Signature

2/14/2025

Date

DocuSigned by:

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Terri Walker

District Superintendent Signature

2/14/2025

Date

DocuSigned by:

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Margaret Hansen

School Board Representative Signature

2/14/2025

Date

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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: Deering 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.

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- 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	10/10
2023-2024	2/2

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	100	64%	94%	73%	94%	53%
2024-2025	100%	29%	93%	23%	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
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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:

Brenda Noe

2/14/2025

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School Principal Signature

Date

DocuSigned by:

Terri Walker

2/14/2025

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District Superintendent Signature

Date

DocuSigned by:

Margaret Hansen

2/14/2025

45AF15CC2D55409...

School Board Representative Signature

Date

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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: David-Ramoth School (Selawik)

School District: Northwest Arctic Borough School District

Mailing address: PO Box 51 Kotzebue, AK 99752

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- Complete the following data tables

AK Star 3 rd Grade ELA Approaching Proficient/Needs Support	
Year	3 rd Grade ELA Data
2022-2023	16/16
2023-2024	23/23

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	87%	67%	87%	69%	86%	61%
2024-2025	93%	63%	94%	51%	N/A	N/A

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

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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
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DocuSigned by:

Jamie Cowart

2/14/2025

School Principal Signature

Date

DocuSigned by:

Terri Walker

2/14/2025

District Superintendent Signature

Date

DocuSigned by:

Margaret Hansen

2/14/2025

School Board Representative Signature

Date

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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: Napaaqtugmiut School (Noatak)

School District: Northwest Arctic Borough School District

Mailing address: PO Box 51 Kotzebue, AK 99752

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Year	3 rd Grade ELA Data
2022-2023	13/14
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	93%	70%	84%	77%	95%	60%
2024-2025	96%	61%	95%	63%	N/A	N/A

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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
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DocuSigned by:



2/14/2025

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 School Principal Signature

Date

DocuSigned by:



2/14/2025

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 District Superintendent Signature

Date

DocuSigned by:



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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: Ambler School

School District: Northwest Arctic Borough School District

Mailing address: PO Box 51 Kotzebue, AK 99752

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2023-2024	5/5

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	100%	45%	100%	45%	100%	37%
2024-2025	100%	57%	100%	32%	N/A	N/A

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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),

Signed by:

Kevin Matthews

2/14/2025

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School Principal Signature

Date

DocuSigned by:

Terri Walker

2/14/2025

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District Superintendent Signature

Date

DocuSigned by:

Margaret Hansen

2/14/2025

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School Board Representative Signature

Date

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

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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.

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- 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

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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
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DocuSigned by:

James Stewart

2/14/2025

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School Principal Signature

Date

DocuSigned by:

Terri Walker

2/14/2025

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District Superintendent Signature

Date

DocuSigned by:

Margaret Hansen

2/14/2025

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School Board Representative Signature

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School Information

Applicant name: _____

Position/Title: _____

Email: _____ Phone: _____

School Name: _____

School District: _____

Mailing address: _____

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Joy Cogburn-Smith

On behalf of Eric Hart

2/14/2025

School Principal Signature

Date

DocuSigned by:

Terri Walker

2/14/2025

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Margaret Hansen

2/14/2025

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School Board Representative Signature

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Position/Title: _____

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School District: _____

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Joy Coryburn-Smith

On behalf of Jeremy Millard 2/14/2025

School Principal Signature

Date

DocuSigned by:

Terri Walker

2/14/2025

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District Superintendent Signature

Date

DocuSigned by:

Margaret Hansen

2/14/2025

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School Board Representative Signature

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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: Shungnak School

School District: Northwest Arctic Borough School District

Mailing address: PO Box 51 Kotzebue, AK 99752

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Year	Completion Rate	Beginning of Year (BOY)	Completion Rate	Middle of Year (MOY)	Completion Rate	End of Year (EOY)
2023-2024	100%	76%	100%	92%	100%	74%
2024-2025	95%	95%	100%	90%	N/A	N/A

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DocuSigned by:

Eddie Williams

2/14/2025

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School Principal Signature

Date

DocuSigned by:

Terri Walker

2/14/2025

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District Superintendent Signature

Date

DocuSigned by:

Margaret Hansen

2/14/2025

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School Board Representative Signature

Date

NWABSD Instructional Delivery Framework K-3 ELA (AKA Reads Act)			
	Tier I: Universal Instruction (Core-80%)	Tier II: Targeted Instruction (15%)	Tier III: Intensive Instruction (5%)
Program	Into Reading	See Supplementary Resources	See Intervention Resources
Learners	All students receive grade-level content.	Students identified with reading deficiencies on screening tool. Individual Reading Improvement Plan is implemented	Students performing well below benchmark in mClass. *Students with reading deficiencies identified by the screening tool that is persistent, even with intervention from Tier II.
Time	90 minutes	30 minutes	30 minutes
Frequency	Daily	3-5 days per week	5 days per week
Duration	90 Minutes	30-45 Minutes	45-60 Minutes
Group size	Whole Class	Small Group (4-8 Students)	One-on-one or Small Group (2-4 students)
Teacher	Classroom Teacher	"Reading" Teacher or Paraprofessional under the supervision of a reading teacher.	Classroom Teacher, Paraprofessional
Assessment	Benchmark: mClass (K-5)	Benchmark: mClass Required Additional Screening Vocabulary: 2nd–3rd graders Rapid Automatic Naming: Kindergarten & 1st grade Spelling: 1st–3rd graders below benchmark	Benchmark: mClass Required by HB114 Additional Screening Vocabulary: 2nd–3rd graders Rapid Automatic Naming: Kindergarten & 1st grade Spelling: 1st–3rd graders below benchmark
Additional Screener/Diagnostics	As Needed	Recommended-Support Identification	Required- Intervention Placement and Delivery
Individual Reading Improvement Plan	Not Required	Highly Recommended	Required
Progress Monitoring	mClass (K-5)	mClass (K-5)	mClass (K-5)
Progress Monitoring Frequency	Monthly	Bi-Monthly	Bi-Monthly
Parent Communication	Parents receive general updates on student progress through progress reports, report cards, newsletters, benchmark, and progress monitoring reports.	Parents receive regular updates on student progress through progress reports, report cards, newsletters, benchmark results, and progress monitoring reports (bi-monthly)	Parents receive bi-monthly, required updates on intervention progress, including benchmark data, progress monitoring reports, and individualized support adjustments.
Data Entry Location	Powerschool Log Entries (As Needed)	Powerschool Log Entries or IRIP Plug-In	IRIP Plug-In (Required)
After School Tutoring	Not Required	Encouraged to be offered. *Frequency/duration dependent on site capacity.	Required to be Offered *Frequency/duration dependent on site capacity.
Reads Act Required Summer Learning		Encouraged determined by site capacity/Tier III attendance.	Required to OFFER 20 hours of summer school to students who are not reading at grade level by the end of third grade
Professional Development Requirements	Ongoing training and support aligned with the core reading program, assessment and data-based decision making.	Ongoing training and support aligned with core and intervention programs, assessment and data-based decision making	Ongoing training and support with intervention program, assessment and data-based decision making
Notes	<p>1. Into Reading (HMH) is the adopted core reading program for K-6 at NWABSD. Within the 90-99m time frame, Tier 1 focuses will be structured daily around the following components: K-1; ECR1 (30m) Into Reading Phonological Awareness (10m), Phonics (15m), Spelling (10m), Vocabulary (15m), Shared Reading (15m) 2-3; Phonics/Morphology (20m), Spelling (10m), Guided/Shared Reading (30m), Vocabulary (20m) 4-5; Phonics/Morphology (20m), Spelling (10m), Guided/Shared Reading (30m), Vocabulary (20m)</p> <p>Using the model that if 80% of students need a skill, it is considered a Tier I focus, teachers will differentiate and scaffold grade-level instruction accordingly.</p> <p>2. Writing is a separate 30m block. NWABSD has adopted Step Up to Writing and Handwriting without Tears as our writing and handwriting programs.</p> <p>3. Students also receive 30m of Iñupiaq Language Instruction provided by a Certified Iñupiaq Instructor. This connects students to their culture and is in alignment with NWABSD School Board priorities.</p> <p>4. Enhanced Core Reading Instruction (https://ctlmarketplace.uoregon.edu/product/enhanced-core-reading-instruction) instruction is a board adopted supplement to core instruction for all students in grades K-2.</p> <p>ECRI Research: Research on Enhanced Core Reading Instruction was reviewed by the National Center on Intensive Intervention (NCII). The research received a rating of "convincing evidence" in the areas of participants, research design, fidelity of implementation, targeted outcome measures and broad outcome measures.</p> <p>Rigorous evaluations have demonstrated statistically significant and substantive</p>	<p>1. NWABSD Tiers will not be focused on delivery methods, instead its focused on the skills kids need in the most efficient delivery method to account for staff shortages, professional development levels, and absenteeism.</p> <p>2. Tier II instruction targets 20% of student population in the class with the highest needs per mClass assessment results. Into Reading Tier II materials will be used to provide scaffolded Tier I instruction that is differentiated to student needs. These resources include Start Right Readers (and corresponding lessons), Into Reading Foundation Skills Word Study Focus lessons, Mini Tabletop Lessons, and Blend-it books (and corresponding lessons).</p> <p>3. ECRI "Tier 2 Foundational Skills Intervention materials provide interventionists with 150 ready-to-use daily foundational skills lessons that are directly aligned with the core reading program and are intended to be pre-taught to Tier 2 students to promote success in the core curriculum." ECRI delivery structure will shift to incorporate pre-teaching and re-teaching of skills with a smaller group size.</p> <p>Note: Heggerty Phonological Awareness or Bridge the Gap (K-5) is being considered as a intervention and supplement to provide a deeper dive of phonological awareness skills and change in delivery structure.</p>	<p>1. Tier III (intensive support) will target 5% of both the highest achieving students and foundationally low students (specific, skill based needs) in each grade-level. ***NWABSD Tiers will not be focused on delivery methods, instead its focused on the skills kids need in the most efficient delivery method to account for staff shortages, professional development levels, and absenteeism.</p> <p>2. Teachers will be provided support to utilize mClass Intervention platform to provide differentiated, skill-specific instructional support to students performing with in Tier III range.</p> <p>3. "The Tier 1 Foundational Skills Enhancement materials provide classroom teachers with the same 150 ready-to-use daily foundational skills lessons. Teachers may use these lessons with their whole class or in small group... teachers increase the likelihood of success for their students." ECRI 2022 NWABSD will focus the Tier I Foundational Skills Enhancements to reteach to Tier III students.</p> <p>https://improvingliteracy.org/sites/improvingliteracy2.uoregon.edu/files/asset/intensification-student-workbook.pdf https://improvingliteracy.org/sites/improvingliteracy2.uoregon.edu/files/asset/intensification-teacher-guide.pdf https://improvingliteracy.org/sites/improvingliteracy2.uoregon.edu/files/asset/intensification-teacher-flip-charts.pdf</p> <p>Note: Heggerty Phonological Awareness or Bridge the Gap (K-5) is being considered as a intervention and supplement to provide a deeper dive of phonological awareness skills and change in delivery structure.</p> <p>This program will satisfy the additional 30m required of Tier III instruction for outside the school day. Sites will determine the scheduling format of this program (before school, after school, etc) in collaboration with the Curriculum Department. A consideration of materials for this program is the mClass Boost Digital Reading</p>