

# Alaska Department Reading Program Application



Alaska Department of Education & Early Development

Application Available	January 14, 2025
Informational Q and A Sessions	January 28 & 30, 2025, 2-3 PM
Department Reading Program	February 14, 2025
Department Reading Program	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: \_\_\_\_\_

Applicant Title: \_\_\_\_\_

Applicant Email: \_\_\_\_\_

Applicant Phone: \_\_\_\_\_

Applicant Address: \_\_\_\_\_

Applicant City: \_\_\_\_\_

Applicant State: \_\_\_\_\_

Applicant Zip: \_\_\_\_\_



# 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](mailto:Diane.Ditton@alaska.gov). All applicants will receive an application receipt acknowledgment by email.

Questions about the program, please contact: [Diane.Ditton@alaska.gov](mailto: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: Kelly Eastham

Position/Title: Principal Teacher

Email: keastham@swrsd.org Phone: (907) 842-5681

School Name: Aleknagik School

School District: Southwest Region School District

Mailing address: PO Box 127 Aleknagik, AK 99555



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 <sup>rd</sup> Grade ELA Approaching Proficient/Needs Support	
Year	3 <sup>rd</sup> Grade ELA Data
2022-2023	1 student needed support / 1 student approaching proficient
2023-2024	1 student needed support / 1 student approaching proficient

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	54%	50%	54%	50%	92%	50%
2024-2025	86%	50%	71%	0%	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**

**2 = Area to Develop**

**3 = Partially in place, under development**

**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	All students receive Tier 1 instruction, and the majority of students receive online tutoring through Amplify 3 times per week. MTSS can be strengthened overall.
Evidence-based Literacy materials	3	Our staff has access to variety of evidence based curriculum.
Universal Instruction (aka Core Instruction, Tier I)	4	All students receive Tier 1 instruction.
Interventions (Tier II, Tier III) Time and Intensity	2	The majority of students receive online tutoring through Amplify 3 times per week for 30 minutes. Most of our students fall below or well below on their benchmark.
Assessment (literacy screener, diagnostics, summative assessments, etc.)	3	Completely in place.
Data-based Decision Making	3	Our elementary teacher does well to make data-based decisions, but struggles to provide for all the needs of her K-5 classroom.
Professional Development	2	All of our instructional staff (certified and classified) could use more professional development in specific strategies for MTSS as well as multi-grade classrooms.
Community & Family Involvement	2	Most parents seem unaware or unconcerned with the Alaska Reads Act. We need strategies to better partner with our community and families.



## 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.	Southwest Region School District is deeply committed to enhancing reading outcomes and fostering a culture of literacy excellence. We prioritize implementing targeted reading improvement goals to ensure our students are reading at grade level by the end of 3rd grade.
Based on your self-assessment, describe the desired support and how it will improve K-3 reading proficiency.	At Aleknagik School, we are seeking additional support for implementing effective reading interventions to improve K-3 reading proficiency. With more than 50% of our students performing below or well below grade level in reading, it is critical to provide targeted interventions to decrease this gap. Additional resources, professional development, and support for small group- or individualized interventions would greatly enhance our ability to meet the diverse needs of our students.

*Kelly Casttran*

School Principal Signature

*14 Feb. 2025*

Date

*Ancha F. Linder*

District Superintendent Signature

*2/14/2025*

Date

*Jenna Ricketts*

School Board Representative Signature

*02/14/2025*

Date