

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: Matthew Stark

Position/Title: Director of Academics

Email: matthew.stark@yfsd.org Phone: 907-446-7102

School Name: Arctic Village School

School District: Yukon Flats School District

Mailing address: PO Box 22049, Arctic Village, AK 99722

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	50% Approaching Proficient/50% Needs Support
2023-2024	100% Needs Supports

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%	100%	100%	100%	100%	100%
2024-2025	100%	100%	80%	100%	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	The school follows the District Reading Improvement Plan. The school has asked for ways to give better support to students.
Evidence-based Literacy materials	4	School use HMH for Tier I instruction. The school also use Sylvain and has mClass Interventions.
Universal Instruction (aka Core Instruction, Tier I)	3	School uses HMH, but need to find a better way to use HMH with multigrade classrooms and offering grade level skills. One teacher K-5 classroom. Daily HMH lesson delivered.
Interventions (Tier II, Tier III) Time and Intensity	3	All student recieve in school interventions. This school used Sylvan. Needs help with multigrade interventions with not enough staff to do Tier II and Tier III.
Assessment (literacy screener, diagnostics, summative assessments, etc.)	3	mClass and NWEA assessment are given. Progress monitoring with mClass is given every 10 days. Staff needs help with giving the summative assessments in HMH.
Data-based Decision Making	3	School looks at the data after each assessment during an early out PLC time. Staf needs help using the data to make decsion in classroom instruction/interventions.
Professional Development	3	Staff participats in district wide professional development. This is literacy focused professional development. School needs tools to include literacy PD into weekly PLCs.
Community & Family Involvement	3	School quarterly holds family activity nights. School has other regular parent events, assemblies, etc. Tribe very involved in this school. School needs a way to track

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 school and district are very committed and dedicated to implementing targeted reading improvement goals. The school has been following the District Realigning Improvement Plan since it was implemented. The district, school admin, and/or K-3 teacher meet each quarter to discuss data, instruction, intervention and how to make improvements. The school is ready to refining their approach to get better reading outcomes. The school staff at each meeting are asking for way to increase reading outcomes.
Based on your self-assessment, describe the desired support and how it will improve K-3 reading proficiency.	<p>Support Needed:</p> <ul style="list-style-type: none"> -Strategies for teaching multigrade classrooms using the core curriculum resource (HMH) -Approaches to making instructional decisions and improvements based on assessment data -Methods for teaching grade-level literacy skills with one teacher managing multiple groups and grades -Techniques for integrating literacy instruction across all subjects -Ways to incorporate literacy-focused professional development during weekly PLC sessions -Strategies for tracking family engagement to inform decision-making <p>This support will enable the school to enhance K-3 reading proficiency by providing more tailored instruction in a multigrade setting while maintaining alignment with the core curriculum. By improving instructional practices and maximizing PLC effectiveness, student proficiency levels will increase, creating a more supportive and impactful learning environment.</p>

DocuSigned by:

Mark Green

1/29/2025

School Principal Signature

Date

DocuSigned by:

Debbie Lancaster

1/30/2025

District Superintendent Signature

Date

Signed by:

Laurie Thomas

2/5/2025

School Board Representative Signature

Date