

Alaska Department Reading Program Application

Program Application



Alaska Department of Education & Early Development

Application Available	Alaska Department of Education & Early Development	January 14, 2025
Informational Webinars & Exhibitions	PO Box 110500	January 29 & 30, 2025 10:30 AM
Department Reading Program	Juneau, AK 99811-0500	February 14, 2025
Department Reading Program Information	education.alaska.gov	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: _____
 Position Title: _____
 Email: _____ Phone: _____
 School Name: _____
 School District: _____
 Mailing address: _____

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: Shannon Jones

Position/Title: Principal

Email: sjones@swrsd.org Phone: 907-596-3444

School Name: Koliganek School

School District: Southwest Region School District

Mailing address: PO Box 5025, Koliganek, Alaska 99576

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	2 Needs Support, 0 Approaching Proficient
2023-2024	3 Needs Support, 2 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	71%	40%	62%	60%	100%	60%
2024-2025	91%	67%	91%	67%	N/A	N/A

Universal Instruction (Core Instruction, Tier I)

Interventions (Tier II, Tier III) Title and priority

Assessment (formative, diagnostic, summative assessments, etc.)

Data-report Decision Making

Professional Development

Community & Family Involvement

Our network may have enough resources but we have more gaps in each class.

The teachers are using the lessons with the district with the area.

They are using data to drive decisions. They are also assessing teachers.

I would like more of the teachers to attend the PD sessions regarding small group instruction. Some of the district PD has been great but some of the PD provided has not.

I do not think that our parents understand the AK Reads Act. They seem to be disconnected. More community involvement would support a great improvement.

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	Yes	
Multi-Tiered System of Support	3	Some of the classrooms are further ahead. Multi-grades with multi levels within the classroom.
Evidence-based Literacy materials	3	Our staff has access to variety of evidence based curriculum.
Universal Instruction (aka Core Instruction, Tier I)	4	They have a system down.
Interventions (Tier II, Tier III) Time and Intensity	2	I do not think they have enough time because they have three grades in each class.
Assessment (literacy screener, diagnostics, summative assessments, etc.)	3	The teachers are feeling like leaders with the district within this area.
Data-based Decision Making	3	They are using data to drive instruction. They are also seasoned teachers.
Professional Development	2	I would like more of the teachers to attend the fall conference regarding multi grade classrooms. Some of the district PD has been great but some of the PD provided has been not useful.
Community & Family Involvement	2	I do not think that our parents understand the AK Reads Act. They seem to be unconcerned. More community awareness would support parent engagement.

Part 3 - District/School Commitment to Student Learning

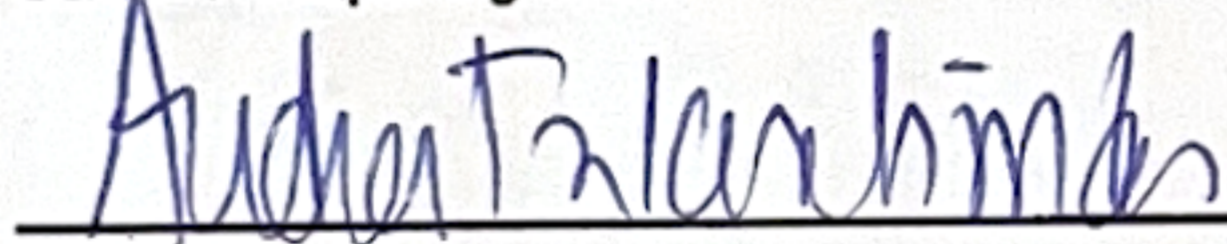
Required Component	Response
Provide a statement describing the district or school's commitment and dedication to enhancing reading outcomes and implementing targeted reading improvement goals through the Department Reading Program.	Southwest Region School District is deeply committed to enhancing reading 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 Koliganek 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.



School Principal Signature

2/13/25

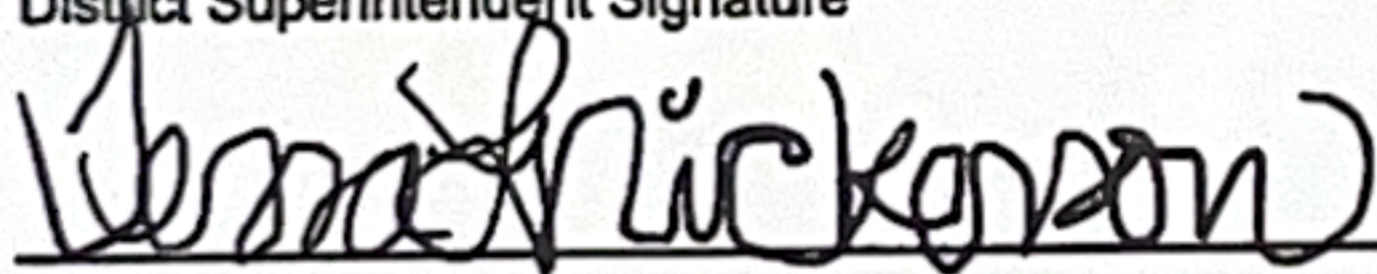
Date



District Superintendent Signature

2/14/2025

Date



School Board Representative Signature

02/13/2025

Date