

# Department Reading Program Application



Alaska Department of Education & Early Development

PO Box 110500

Juneau, AK 99811-0500

[education.alaska.gov](http://education.alaska.gov)

## General Application Information

Submit completed applications and required documents to: [Diane.Ditton@alaska.gov](mailto:Diane.Ditton@alaska.gov)

All applicants submitting applications will receive an application receipt acknowledgement by email.

Please direct questions to:

Kristi Graber

907 – 269 – 7671

[kristi.graber@alaska.gov](mailto:kristi.graber@alaska.gov)

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## Alaska Department Reading Program Purpose

The purpose of the Alaska Reads Act Department Reading Program is to provide direct support for participating schools as identified through AS

14.03.123 and described in AS 14.30.765 and 14.30.770.

The Alaska Department of Education and Early Development (DEED) will prioritize schools that scored the highest on the rubric indicating a high level of readiness for the Department Reading Program intervention in their school.

## Timeline

Annual Notification of Opportunity to Participate in the Department Reading Program	Notifications and Application: Fall
Informational Webinar	December 4, 2023
Department Reading Program Application Due:	February 15
Department Reading Program Notification of Acceptance:	April 1
Department Reading Program Improvement Plan Due:	May 1
Department Reading Program Period:	July 1 – June 30
Quarterly Reports Due:	October, January, March, May
End of Program report Due:	June 30 of 2 <sup>nd</sup> year

The completed application packet includes:

Application	Completed application with district name, and school name, and submitted with the school principal and superintendent signatures.
District Intervention Plan – School Implementation	Submit the school implementation guidance of the K-3 MTSS District Intervention Reading Plan- daily schedule, intervention schedule, professional development plan, etc. (upload PDF attachments).
Needs Assessment	Given your AK Star, Literacy Screener data, and other data related to student outcomes- what did you determine were the school's areas of need? If applicable, the needs assessment from Title 1 or School Improvement as it relates to ELA can be used.
School's Signed Commitment	The school shall signify the commitment to its educational reading goals and the purposeful engagement strategies of staff, administration, and school board for the successful achievement of the stated goals.
Vision Statement	Narrative of the school's vision statement for reading improvement with the implementation support of the Department Reading Program.
School Self-Evaluation of Readiness Score	Self-assessment of the school's overall system of MTSS, use of evidence-based reading materials, evidence-based literacy screener, core reading curriculum, participation in professional development provided by DEED.

### Application Review Process:

All completed applications received by DEED on or before the due date will be reviewed. A rubric will be used to evaluate applications and awards will be based on the highest scores. A lottery method may be utilized depending on the number of qualified applications received.

If needed- Use this area to enter any additional information for the department to consider during the application review process.

# Department Reading Program Application

## School Information

Name and Role of Person Completing Form: <b>Helen Cheek, Supertintendent</b>	Email: <b>cheekh@hoonahschools.org</b>
School Name: <b>Hoonah City School</b>	
School District: <b>Hoonah City School District</b>	
Mailing Address: <b>- PO Box 157 Hoonah, AK 99829</b>	Phone: <b>907-612-1211</b>
Principal's Name: <b>Susan McCullough Acting Principal</b>	Principal Signature:
Superintendent's Name: <b>Helen Cheek</b>	Superintendent Signature:

## Section 1:

### Self-Evaluation of Readiness

The Self Evaluation of Readiness Tool is intended for the applicant to evaluate current practices, structures, beliefs, and values that contribute to student achievement in literacy. Ratings in the instrument should be based on evidence and not perceptions alone.

To rate the implementation of your school's AK Reads K-3 District Plan, check the rating which best describes the progress for each item:

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
Multi-Tiered System of Support	3
Evidence-based Literacy materials	3
Universal Instruction (aka Core Instruction, Tier I)	4
Interventions (Tier II, Tier III)	4
Assessment (literacy screener, diagnostics, summative assessments, etc.)	4
Data-based Decision Making	4
Professional Development	2
Community & Family Involvement	2

## Section 2:

Submission of following documents:

Section: AK Reads K-3 MTSS District Reading Intervention Plan	
AK Reads K-3 MTSS District Intervention Plan school implementation guidance is provided.	<input checked="" type="checkbox"/>
The district plan has been updated to reflect how the school has adjusted daily schedule, of reading interventions chosen, or professional development offered to staff and faculty.	<input checked="" type="checkbox"/>
The updated plan clearly shows dedication to raising reading proficiency levels.	<input checked="" type="checkbox"/>

**Section: Needs Assessment narrative**

Given your AK Star, Literacy Screener data, and other data related to student outcomes- what did you determine were the school's areas of need? If applicable, the needs assessment from Title 1 or School Improvement as it relates to ELA can be used:

We began the year knowing what we had to do. Dibels training was given during in service before school started for teachers K-5th grade. A new reading curriculum (Benchmark Advanced) was selected at the end of last year. It arrived, and an on-site trainer instructed the teachers on the new curriculum. The teachers had decided to do a "Walk To Read" for 1/2 hour every morning. They were to divide the K-5th grade classes into ability and needs, and the students were to go to the teacher at their level. After the 1/2 hour, the students were to return to their classroom for 90 minutes of core instruction. The school changed the teacher work hours to 8:30 to 4:30 with the student hours of 9:00 - 3:30. The students would finish scheduled classes at 3:30, and the teachers would do 50 minutes of tutoring after school every day. All TIER III students K-10 would participate in interventions. We used MAP scores, Sylvan Learning Assessments, Dibels, HMH ELA Assessments, and Benchmark Advanced assessments to determine the needs of every student. Parents were notified of their child's scores, and meetings were held to get parent approval for the after-school interventions. New HMH TIER III interventions were purchased, and training was conducted. New TIER II interventions were purchased. Staff development has been a priority.

All of this was to work out perfectly, BUT we had no one to lead the charge, and no teacher would step up to take the lead.

As Superintendent, I have set deadlines for Sept 1st, Oct 15th, and Oct 30th. Nov. 15th, and now they have pushed it out to January 8th. We are in desperate need of a Reading Specialist to lead this group. Our K-3rd Tier III interventions only include six children. On January 8th, I asked my academic counselor to lead this program. I'm attaching all our Sylvan and MAP scores, and our school is desperate for reading and math. I use multiple data sources, and we are ready for interventions; we just have to launch and give the teachers guidance.

**Section: Vision Statement**

Please write the school's vision statement for reading improvement with the implementation support of the Department Reading Program:

My Vision is that all the interventions will be in place and running smoothly by the end of January. My vision is that our scores will increase by at least 3% by the end of the school year. My vision is that more parents will participate in Family Engagement nights and their child's reading program. I envision a strong principal who can lead the way with a Reading Specialist on board to assist our teachers. My vision is for parents to understand this crisis fully.

I can run this, but as the Superintendent, I need the support of a Reading Specialist as soon as possible.

Our students are so far behind, as you'll see by the attached assessments.

Another area of concern is our attendance. Hoonah has a ferry that leaves every Thursday and comes back every Monday. Students leave and miss so much school. Parents approve of their absenteeism, and there seems to be nothing we can do about this problem. With the sports and culture camps, they miss even more. We must find another way to provide an alternative education when the students don't attend school. I know I'm not the only Superintendent in the Southeast (or Alaska) complaining about this issue. I hold a Parent Engagement night on the second Tuesday of every month, and we provide everyone with food, games, and information. We talk about all these issues, and yet nothing is getting better. My vision for the future is to explore providing a year-round school just to get in the student contact hours required by the state. Student scores will not improve if they don't come to school. This is our COVID problem. Everyone got accustomed to not coming to school, and it's still their mindset. I have the vision but need strong staff to promote family engagement.

**Section: Signed School Commitment Statement****10 points**

As a school, we are committed to participate in the Department Reading Program, to improve reading outcomes and make progress in our school goals in these areas as outlined in the Intensive Support Reading Intervention Plan:

- Multi-Tiered System of Support
- Evidence-based Literacy Materials
- Universal Instruction
- Interventions
- Assessment
- Data-based Decision-making
- Professional Development
- Community and Family Involvement

Signature: *Helen D. Cheek*

School Administrator: Helen D. Cheek, Superintendent

District Level Administrator: Susan McCullough, Acting Principal