

# 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: \_\_\_\_\_

Position/Title: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

School Name: \_\_\_\_\_

School District: \_\_\_\_\_

Mailing address: \_\_\_\_\_

**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  |                                |
| 2023-2024  |                                |

| 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  |                 |                         |                 |                      |                 |                   |
| 2024-2025  |                 |                         |                 |                      |                 |                   |

## 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), |



On behalf of Jeremy Millard 2/14/2025

School Principal Signature

Date

DocuSigned by:



2/14/2025

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District Superintendent Signature

Date

DocuSigned by:



2/14/2025

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School Board Representative Signature

Date