



CLSD District Networking Packet



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Alaska Gateway School District



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Primary Grant Lead: LeAnn Young

Age/Grade Band: 6-12

Phone: 907-883-5151

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Project S.L.A.M. in AGSD is geared at our middle school students across the district. Through an implementation of a combination of targeted supports to include literacy practices integrated across the curriculum, project-based learning, and social/emotional/academic supports, we want to get our middle schoolers back on track to continue the momentum that they are sustaining through K-5.

Goals:

1. Increase achievement scores for all 6-8 students
2. Decrease the number of 9th grade students failing core subjects
3. Students will demonstrate and grow in graduation competencies for Healthy Living, Career, and Learning

Aleutians East Borough School District

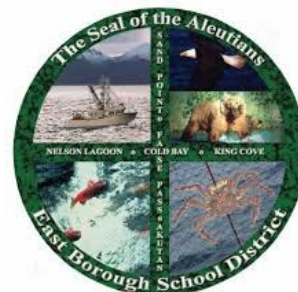
Superintendent: Patrick Mayer

Primary Grant Lead: Hilary Seifert

Age/Grade Band: PreK-12

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Team Members:



Hilary Seifert Federal Programs Director, Special Education Director

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AEBSD will implement a comprehensive literary program to support the district's efforts to promote early literacy skills, early interventions in reading to advance the goal of reading on grade level by grade 3, and reading and writing for all students across disciplines. We will be initiating a reculturing process in which teachers become exposed to new and innovative strategies to teach reading, discover the empowerment of data-driven decision making that drives instructional efficacy, and investment in a systemic change.

Goals:

1. In each grant year, the percent of students who achieve the established PEAKS growth targets for literacy will increase by 10% over baseline in 2019.
2. MAP benchmark assessments will be used 3 times per year. AIMSWeb will be purchased for use in progress monitoring students at Rtl levels 2 & 3. The training, support, and investment in PLCs will be initiated. PLCs will meet two times per month at each site.
3. Development and implementation of a consistent, purposeful professional development plan that supports attendance at the ASDN Rtl winter conference, other DEED-sponsored literacy training, PLCs, and use of data including from classroom walkthroughs.

Anchorage School District - Service HS

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Primary Grant Lead: Christine Dennis
Age/Grade Band: 6-12
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Team Members:



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The Service High School Literacy Project is a five-year, sustainable initiative to improve literacy outcomes. A robust professional development plan provides PLCs for all teachers and site leadership, implementation of new, tiered instructional curricula, and the use of evidence-based instructional strategies and common formative assessments. Tier 1 core and Tier 2 targeted literacy practices are brought forth through new ELA curriculum that is evidence-based, state and local standards-aligned, rigorous, cognitively engaging, and intensified with Pre-AP Placement Course Frameworks.

Goals

1. Professional Development - Professional Development for all SHS certificated staff in disciplinary evidence-based teaching strategies, with job-embedded professional collaboration time.
2. Core Curriculum and Intensified Instruction - Implement rigorous, standards aligned ELA curriculum with Pre-AP Course Frameworks to improve student literacy and college and career readiness.
3. Job-embedded Instructional and Peer Coaching - Each year, provide professional development for all SHS certificated staff in the form of instructional and peer coaching to increase teachers' use of effective instructional strategies. Teachers receiving coaching will show increased confidence in using common evidence-based strategies, addressing the needs of struggling readers, and maintaining rigorous grade appropriate instruction.
4. Monitoring, Analyzing, and Responding to Project Data - Monitor and respond to student and teacher data to determine program impact on student achievement and college and career readiness.

Bering Strait School District

Superintendent: Robert Bolen

Primary Grant Lead: Carolyn Heflin

Age/Grade Band: K-5

Phone: 907-624-3611

Team Members:



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State and district data from 2018-2019 indicate that the Bering Strait School District has a need to focus on foundational skills literacy instruction and remediation in grades K-3 through a comprehensive plan that includes professional development, monitoring of student performance, instructional feedback, adjustment of instruction and/or intervention and parent outreach for approximately 528 BSSD students, all of whom receive free/reduced meals.

Goals

1. Provide in-district professional development opportunities to teachers in Foundational Skills instruction.
2. Provide out of district professional development opportunities to teachers in Foundational Skills instruction.
3. Monitor Foundational Skills instruction and provide feedback to build a learning community.
4. Purchase and Implement Fast ForWord into RTI small group daily instruction.
5. Organize monthly family literacy events.

Denali Borough School District

Superintendent: Dan Polta
Primary Grant Lead: Dan Polta
Age/Grade Band: PreK-12
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Team Members:



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This project focuses on growing pedagogical content knowledge and ability to implement strong evidence-based instructional strategies, tiered interventions and high quality assessments within a comprehensive literacy program. The elements are anchored in high quality instructional materials that build literacy skills through engaging students in compelling, contextually relevant interdisciplinary studies called learning expeditions aligned to high impact standards, grounded in worthy texts, and high volumes of reading and writing in purpose-driven inquiries.

Goals

1. 100% of students are proficient or advanced in ELA.
2. All teachers for all subjects will engage students with in-depth learning expeditions that revolve around engagement in rich text and literacy based activities.
3. Improve the social and emotional skills of our students to allow them to better access school academic curriculum.

Fairbanks North Star Borough School District

Superintendent: Karen Gaborik

Primary Grant Lead: Michelle Daml

Age/Grade Band: 6-12

Phone: 907-452-2000

Team Members:



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By 2024, the Fairbanks North Borough School District (FNSBSD) will have trained 8 administrators and 164 teachers in order to serve secondary school communities with evidence-based literacy instruction and interventions focused on economically disadvantaged children. Our school district serves 5,652 middle/high school students at 8 schools. Supplemental improvements in literacy instruction and interventions are needed to increase instructional capacity, increase overall student achievement, and shrink the significant gap in proficiency rates.

Goals

1. Increase the number of secondary school administrators trained as literacy instructional leaders in order to build capacity of teachers in years 2-4. The baseline is 0 and progress toward training all 8 secondary school principals will be measured by training attendance.
2. Increase the number of secondary school teachers trained in literacy instruction by 50 in year 1 and 38 in years 2-4, to total 164. The baseline is 0 and progress toward yearly goals will be measured by training attendance.
3. Increase MAP assessment scores in reading for all students by 2% per year in years 2-4. The baseline is 81.6% and progress toward 87.6% will be measured annually by MAP assessment scores.

Juneau School District

Superintendent: Bridget Weiss
Primary Grant Lead: Ted Wilson
Age/Grade Band: K-5
Phone: 907-321-5201
Team Members:



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Juneau School District data indicates that our students are entering kindergarten without the rich language experiences necessary to immediately begin learning how to read at the level expected by state standards. Our developmental profile, MAP, and DIBELS data show that our students enter school with a low number of known words and general ability to express themselves. This translates into difficulty not only in reading, but also being able to work well with peers and adults.

Goals

1. Increase number of students meeting oral vocabulary goals.
2. Increase number of students meeting third grade reading goals.
3. Increase number of students in each grade level K-2 meeting oral language goals.

Kodiak Island Borough School District

Superintendent: Larry LeDoux

Primary Grant Lead: Peggy Azuyak

Age/Grade Band: PreK-12

Phone: 907-486-7550

Team Members:



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KIBSD's Reading English & Alutiiq Development (READ) Project seeks to develop a broad range of skills and knowledge to be truly literate in English: 1) The integration of listening, speaking, reading, writing and critical thinking across all media; 2) The knowledge to recognize and use language appropriate to a situation; and 3) The ability to think, create, question, solve problems and reflect. Our innovative approach is to integrate Alutiiq culture and arts to build relevancy and strengthen the connection between schools, students and families.

Goals

1. 95% of students making projected academic progress growth at the end of 5 years. - KIBSD rural schools will meet the 90% family attendance rate target to participate in 5 or more rural school activities at the end of 5 years.
2. 100% of KIBSD Rural School Teachers will maintain an IPDP, and complete PD in evidence-based literacy instruction strategies with multi-grade classroom tiered interventions, and data analysis for instructional design at the end of 5 years.
3. KIBSD rural schools will meet the attendance rate target of 95% for all students, and each subgroup as identified at the end of 5 years.

Kuspuk School District

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Our project aims to increase the reading skills of our K-5 students, close the gap between subgroups such as EL or Economically disadvantaged and all students, by making sure our teachers are well-trained, and highly effective at teaching reading and to engage families as partners in literacy. To do this we will hire a literacy specialist to work with all K-5 teachers, create model classrooms in our highest performing school, train teachers to become peer mentors, purchase evidence-based intervention materials, and implement monthly family/parent literacy activities at all our schools.

Goals

1. By May 2025, the number of KSD students in grades 3-5 who are proficient on the PEAKS ELA Assessment will double as compared to 2019 PEAKS results.
2. By May 2025, the discrepancy between English Learners scores and all students will decrease by 50% on the PEAKS English Language Arts Assessment as compared to the 2019 PEAKS results discrepancy.
3. By May 2025, 100% of teachers assigned to K-5 classrooms will be proficient in teaching foundational skills in reading and designing interventions to match student needs.
4. By May, 2021 and continuing for each school year to 2025, seven Kuspuk elementary schools will hold eight monthly family engagement meetings annually with a literacy focus and 50% parent attendance.

Lake and Pen School District

Superintendent: Ty Mase
Primary Grant Lead: Ty Mase
Age/Grade Band: K-5
Phone: 907-246-4280
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Ty Mase Superintendent

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We have a three-part district-wide plan to meet identified concerns / deficiencies (as per our needs assessment): #1) Provide professional development on evidence-based instructional strategies outside of the teacher's school year. #2) Establish a peer coaching program to enhance and encourage best practice and to combat deficiencies as we turn over staff. #3) Provide for classified training in order to build classroom instructional capacity.

Goals:

1. Each year the district will offer two separate opportunities for Professional Development, in the Essential Components of Literacy, outside of the school year. 90% of all certified elementary staff will participate in one or more of these voluntary trainings each school year.
2. Experienced, literacy trained educators will fill six literacy coach positions and will offer support to 100% of new elementary staff in their first and second years with LPSD. Support will be monthly either online, over the phone or in person. In addition, each coach will share, utilizing approved district social media, a minimum of six parent engagement literacy posts annually by each literacy coach.
3. Staff will be surveyed each year with 90% or better claiming a better understanding of literacy instruction and a higher confidence level in delivering RTI supports based on better training.
4. Quarterly online classified trainings will be offered in LPSD core literacy curriculum and RTI supports. 100% of classified instructional aides will participate in each training. In addition, 100% of online university tutors and on-site tutors will participate in the quarterly trainings.

Lower Yukon School District

Superintendent: Hannibal Anderson

Primary Grant Lead: Sandra Main

Age/Grade Band: Birth-5

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Team Members:



Sandra Main

Primary Grant Lead

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Hannibal Anderson

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In an effort to support early learning, LYSD will implement quality, literacy-based pre-kindergarten programs for four and five-year-old children in each school site. Educational leadership, ECE teachers, and support staff will receive targeted ECE training in order to best meet the needs of young learners. Family partnerships, early literacy materials, and engaging program design are all components of the project to provide literacy support for children birth to age 5 in all ten district schools.

Goals

1. Prepare pre-kindergarten students (ages 4-5) in LYSD schools with the language/literacy skills needed to succeed in kindergarten.
2. Strengthen pre-kindergarten programs through targeted ECE training and support for educational leaders, ECE teachers, and ECE paras throughout the district.
3. Develop and implement an early literacy program (ages 0-3) in each community with family outreach and engagement as a strong focus.
4. Create developmentally appropriate "Family Read Kits" for check-out and home use to encourage and support early literacy skills and language development children age 0-5.

Matanuska-Susitna Borough School District



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The purpose of this comprehensive literacy plan is to improve reading proficiency for students attending Meadow Lakes Elementary and to improve literacy skills and graduation rate at Houston Jr./Sr. High School. Meadow Lakes and Houston Jr./Sr. High School are considered two of MSBSD's most at-risk schools. Meadow Lakes Elementary is a feeder school to Houston Jr./Sr. High School. The purpose of the plan is to provide systemic change for a community.district personnel and builds teacher leadership capacity within the building

Goals

1. Meadow Lakes Elementary and Houston Jr./Sr. High School will meet the participation rate target of 95% in the ELA and math state assessments.
2. Houston Jr./Sr. High School will meet the graduation rate target of 90% for all students and for each of the defined subgroups.
3. Meadow Lakes Elementary and Houston Jr./Sr. High School will meet the attendance rate target of 95% for all students and for each defined subgroup.
4. Meadow Lakes Elementary and Houston Jr./Sr. High School will meet the targets for EL students for making progress and attaining proficiency in learning English.
5. Meadow Lakes Elementary will meet the proficiency rate target of 90% for students grades 3-5 in ELA on the state assessment. For FY19 24% were proficient.
6. Houston Jr./Sr. High School will meet the proficiency rate target of 90% for all students grades 6-10 in ELA. For FY19 26% students were proficient.

7. Houston Jr./Sr. High School will offer CTE (Career and Technical Education) courses during the summer to maintain student engagement and increase the graduation rate.

Nenana City Schools

Superintendent: Pat Manning

Primary Grant Lead: Stephen Calkin

Age/Grade Band: K-12

Phone: 907-832-5464

Team Members:



Stephen Calkin	Primary Grant Lead	Nenana City School	scalkin@nenanalynx.org
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Patrick Manning	Superintendent		pmanning@nenanalynx.org

Nenana City School (NCS) is working towards addressing literacy, K-12, at the local school. NCS is also comprised of students who reside at the Nenana Student Living Center (NSLC), a state approved boarding facility, which provides education to approximately 100 students from various locations around the state of Alaska. Nenana City School will implement a multi-tiered system of support in K–12 classrooms, which will provide tiered levels of differentiated instruction for all students.

Goals

1. Deliver extensive and sustained, embedded professional development by highly qualified personnel; establish a collaborative infrastructure across grades; develop vertical and horizontal curriculum maps for ELA across all grades, while also embedding literacy elements in other content areas, especially within our STEM and CTE program
2. Improve student reading achievement through the hiring of a highly-qualified personnel, such as a Reading Specialist to support research-based interventions needed in grades K-12, especially with our new boarding facility students in grades 9-12 (residing at the Nenana Student Living Center)
3. Purchase a research-based curriculum, which maximizes tools and resources to support intervention needs K-8; initiate a 1-to-1 chromebook initiative in grades 6-12; and provide book distributions and family literacy outreach in grades K-8.

Nome Elementary School

Superintendent: Jamie Burgess

Primary Grant Lead: Elizabeth Korenek-Johnson

Age/Grade Band: K-5

Phone: 907-443-2231

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Build on existing resources and practices to solidify our Comprehensive Literacy Program, by building capacity in shared leadership, and growing our skills and resources. Our project is building collective staff efficacy and capacity in literacy programming and instruction.

Goals

1. The percentage of NES students who meet or exceed their individual growth goal in MAP Reading will increase each year.
2. The percentage of NES students who reach 41st percentile or better in MAP Reading will increase each year.
3. The percentage of NES students who meet or exceed their individual growth goal in MAP Language Usage will increase each year.
4. The percentage of NES students who reach 41st percentile or better in MAP Language Usage will increase each year.

Southeast Island Consortium

Primary Grant Lead: Brian Krosschell

Age/Grade Band: K-12

Phone: 907-828-8254



Team Members:

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Southeast Island, Chatham, Yakutat, Hoonah, and Pribilof School Districts applied as a consortium of small districts that have similar small, remote schools. Our teachers have a wide range of ages and abilities in one classroom at the same time. The schools in this grant share common needs and will benefit from: sharing the costs of PD, networking with instructors in similar situations, student collaboration, and sharing strategies that are working. The focus of our grant is to provide quality PD to meet our unique small school needs as well as staff and student collaboration.

Goals

1. Improve the literacy skills of our students
2. Improve PD opportunities for certified and classified staff in our unique small schools
3. Improve collaboration of staff and students across similar districts
- 4 - Improve the literacy resources available to our students

Yukon Koyukuk School District

Superintendent: Kerry Boyd

Primary Grant Lead: Gina Hrinko

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Phone: 907-374-9400

Team Members:



Gina Hrinko Federal Programs Director

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Our project builds a district-wide coherent Literacy system composed of evidence-based literacy core and supplemental materials, teachers proficient in their use, and principals knowledgeable about literacy expectations and what a strong literacy programs looks like in the classroom. This comprehensive system also includes an assessment model that accurately identifies which students need additional literacy assistance and in what areas, and interventions and supports to meet their needs.

Goals

1. YKSD students in grades PreK - 12th in participating school will receive age-appropriate literacy instruction with evidence-based materials, resulting in an annual increase of 10% from the baseline year of 2018-2019 of the number of students in grades 3-5 who are proficient on the statewide English language arts assessment
2. Annually, 80% of parents in participating YKSD schools will actively participate in their child's literacy education, as measured by reporting increased comfort level interacting with the schools and teachers; increased involvement connecting their children's home and school lives; and , increased involvement in school literacy activities.
3. Annually, all participating teachers will receive literacy professional development that is scientifically-based, student age appropriate, and embedded in classroom instruction, as measured by numbers and kinds of literacy professional development activities, reviews of professional development content, and records of coaching interactions.
4. By September, 2021, all PreK - 12 literacy core programs and supplemental materials will be evidence-based according to CSLD definitions a, b, or c.

DEED Contacts

Please feel free to contact the following people for questions regarding the CLSD Grant.

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