



*Fairbanks North Star Borough School District*

*Elementary Reading Plan*

*K-3 MTSS Reading Plan*

## Table of Contents

<a href="#"><u>Introduction</u></a>	Page 2
<a href="#"><u>Alaska Reads Act Overview</u></a>	Page 3
<ul style="list-style-type: none"><li>• District Reading Intervention</li><li>• District Reading Intervention - One Pager</li></ul>	
<a href="#"><u>Component #1</u></a> - Evidence Based Materials Aligned With the Science of Reading	Page 5
<ul style="list-style-type: none"><li>• Core Curriculum - Into Reading</li><li>• Elementary Tiered Intervention Resources</li></ul>	
<a href="#"><u>Component #2</u></a> - Professional Development in Reading	Page 7
<ul style="list-style-type: none"><li>• LETRS®</li><li>• Keys to Literacy</li><li>• Professional Development</li><li>• Alaska Reads Teacher Certification Requirements</li></ul>	
<a href="#"><u>Component #3</u></a> - State Adopted Literacy Screeners	Page 8
<ul style="list-style-type: none"><li>• Literacy Screener mCLASS® &amp; MAP © NWEA</li><li>• Progress Monitoring</li></ul>	
<a href="#"><u>Component #4</u></a> - Reading Achievement Plans and MTSS Plan	Page 10
<ul style="list-style-type: none"><li>• Multi-Tiered Systems of Support Intervention Plan</li><li>• Individual Reading Improvement Plan</li><li>• FNSBSD Elementary Reading Intervention Plan - MTSS Plan</li><li>• District Reading Intervention Flow Chart</li></ul>	
<a href="#"><u>Component #5</u></a> - Family Partnerships and Communication	Page 16
<a href="#"><u>References &amp; Links</u></a>	Page 18

**A note about how to use this document:** *If accessing this document online, hyperlinks to additional resources, source references, state and district websites, and connected bookmarks within the document are available. Similar to Wikipedia, this online resource allows the reader to dive deeper into the content depending on the area of interest or inquiry.*

## Introduction

Alaska Reads Act (HB114), which became law on July 15, 2022, and effective on July 1, 2023, is designed to increase reading proficiency for all primary-grade students across Alaska. Specifically, the goal of the Alaska Reads Act is to ensure grade-level reading proficiency for elementary students completing third grade through the adoption of reading curriculum and intervention materials aligned with the science of reading, professional development in teaching reading, and the requirement for schools to develop reading interventions through a Multi-Tiered Systems of Support (MTSS) program. The Fairbanks North Star School District began working with teams of educators in the Fall of 2022 to design the FNSBSD Elementary Reading Plan, known by the State as a K-3 MTSS Reading Plan, to design a detailed approach to reading instruction and interventions that meet the law and go beyond the minimum requirements to improve instruction for all students. The district's literacy focus is informed and strengthened by the [Alaska Reads Act](#) which has five distinct components:

Component #1 - Evidence Based Materials Aligned with the Science of Reading

Component #2 - Professional Development in Reading

Component #3 - State Adopted Literacy Screeners

Component #4 - Reading Achievement Plans and MTSS Plan

Component #5 - Family Partnerships and Communication

This FNSBSD Elementary Reading Plan is designed to provide the community, parents, and educators with an understanding of the Alaska Reads Act and how the district will blend the science of reading with the art of teaching. Research-proven materials are most effective in the hands of skilled, knowledgeable, and creative teachers who understand how to connect with children. Nothing takes the place of a caring adult imparting a love of literature through the exploration of compelling stories, and the practice of reading, thinking, talking, and writing about the world made accessible through reading. **With the belief that reading is a fundamental right, it is the district's civic responsibility to provide every student with the resources and support they need to become proficient readers.**

## Alaska Reads Act Overview

### District Reading Intervention

Each school district is required to offer intensive reading intervention services based on the students in K-3 who exhibit a reading deficiency to assist students in achieving reading proficiency at or above grade level by the end of third grade. Intervention services must be based on the Science of Reading. Reading intervention must be provided in addition to, not in replace of, the core reading instruction which is provided to all students in a general education classroom.

In order to identify which students need reading intervention, the Alaska Department of Education & Early Development (DEED) will adopt a statewide screening tool for the early detection of reading deficiencies, including characteristics of dyslexia. The screening tool will be administered three times each school year to track student progress. Students who demonstrate sufficient reading skills on the first screening of the school year will not have to repeat the screening. When a reading deficiency is identified, the district is responsible for notifying the student's parent or guardian and providing an individual reading improvement plan.

If a student in kindergarten through second grade has a reading deficiency following the Spring administration of the assessment tool, school staff must meet with the student's parent or guardian and explain that the student will not be able to maintain adequate academic progress at the next grade level. Following the meeting, the parent or guardian determines whether the student will be promoted the next grade.

If the Spring administration of the screening tool indicates a third grade student has a reading deficiency, the school is responsible for scheduling a meeting with the student's parent or guardian. The student will not be promoted to the fourth grade unless the parent or guardian signs a waiver developed by DEED which acknowledges that the student is not prepared and agrees that the student will participate in an additional 20 hours of individual reading improvement plan services the summer before the fourth grade.

For any student in K-3 with a reading deficiency identified by the Spring administration of the screening tool, if no parent or guardian attends the meeting with school staff or does not determine the student's progression, the superintendent or the superintendent's designee will determine if the student progresses based on the student's best interest.

DEED will provide training to school district staff on the use of the screening tool and evidence-based reading interventions.

[The Alaska Reads Act - Education and Early Development](#)

## District Reading Intervention - One Pager



### District Reading Intervention

#### District Reading Intervention

District Reading Intervention is the one component of the Alaska Reads Act that is required by all school districts serving kindergarten through third grade and receiving state funding for education. Section 14.30.765 of HB 114 states:

*“Each school district shall offer intensive reading intervention services to students in grades kindergarten through three who exhibit a reading deficiency to assist students in achieving reading proficiency at or above grade level by the end of grade three.”*

District Reading Intervention includes:

- A plan for each kindergarten through third grade school based on a multi-tiered system of support or response to intervention tiered framework for planning evidence-based reading instruction and intervention. The plan must be approved by the Alaska Department of Education and Early Development.
- Use of the state-adopted culturally responsive literacy screener (or a waiver to use a district-adopted screener) in grades kindergarten through third grade to identify reading deficiencies of students.
- A culturally responsive Individualized Reading Improvement Plan for each kindergarten through third grade student with an identified deficit on the literacy screener to address skill gaps.
- Support for planning instruction of the Individual Reading Improvement Plan by a reading teacher that has proficiency and experience in evidence-based reading intervention resulting in student reading growth.
- Out of school support for kindergarten through third grade students that score at the lowest level on the literacy screener to address skill deficits in reading.
- Parent communication and collaboration in building the Individual Reading Improvement Plan and support for parents at home in working on reading with their child.
- Evidence of educator proficiency in the science of reading for grades kindergarten through third grade, with an emphasis on culturally responsive approaches to instruction.

An Excellent Education for Every Student Every Day



Link to [District Reading Intervention](#) One Pager created by Alaska DEED

## Component #1 - Evidence Based Materials

The Fairbanks North Star Borough School District has adopted *Into Reading* for core reading instruction in grades K through 5. [Into Reading is published by Houghton Mifflin Harcourt](#) (HMH 2022) and is based on the body of research known as the science of reading and includes best practices for teaching students to read. *Into Reading* is scaffolded and includes multiple layers of instruction and materials to support the [key elements of reading](#).

For additional interventions, the district uses the following evidence-based, and science of reading aligned materials: [Amira, UFLI, SmartyAnts, Bridge the Gap, Waggle, and Phonics for Reading](#). These interventions will be used in all elementary schools as part of the Multi-Tier Systems of Support (MTSS) intervention plan.

These elementary instructional reading materials and interventions have been selected to support our curriculum and to meet the Alaska Reads Act requirement for alignment with the science of reading.

Category	Alaska Reads Act	FNSBSD	Resources
<a href="#">Interventions services and programs</a>	<p>Intervention services must be based on the Science of Reading. <a href="#">(Paragraph 1)</a></p> <p><b>Intensive Reading Interventions:</b> Districts are required to provide intensive reading intervention services in addition to core reading instruction (AS 14.30.765)(a)(1)</p>	<p>The FNSBSD has selected the following evidence-based reading interventions based on DEED recommendations and the alignments with the Science of Reading:</p> <ul style="list-style-type: none"> <li>• Amira (K-2)</li> <li>• UFLI (K-2)</li> <li>• Smarty Ants (K-5)</li> <li>• Bridge The Gap (3-5)</li> <li>• Waggle (3-5)</li> <li>• Phonics for Reading (3-5)</li> </ul>	<p><a href="#">FNSBSD Reading Intervention Plan</a></p> <p><a href="#">Elementary Tiered Intervention Tools overview</a></p> <p><a href="#">Science of Reading Information Pamphlet</a></p> <p><a href="#">Science of Reading FAQ</a></p> <p><a href="#">Amira (K-2)</a></p> <p><a href="#">UFLI (K-2)</a></p> <p><a href="#">Smarty Ants (K-2)</a></p> <p><a href="#">Bridget The Gap (3-5)</a></p> <p><a href="#">Waggle (3-5)</a></p> <p><a href="#">Phonics For Reading (3-5)</a></p>

Elementary Tiered Intervention Tools

[Overview of FNSBSD MTSS Reading Intervention Resources](#)

# Elementary Tiered Intervention Tools

MTSS means giving each student the support and time they need

STUDENTS IN TIER 3 NEED:

Tier 3

Tier 2

Core (Tier 1)

STUDENTS IN TIER 2 NEED:




























Tier 2

Core (Tier 1)

STUDENTS IN TIER 1 NEED:

Core (Tier 1)






## RESOURCES FOR TIERS 2 & 3 INTERVENTIONS (SOME STUDENTS)



Amira K-2      
UFLI K-2      
Smarty Ants K-5       
Heggerty/Bridge the Gap 3-5    
Waggle 3-5     
Phonics for Reading 3-5     
Imagine Learning Language & Literacy (ELL) K-8      

## RESOURCES FOR TIER 1: CORE INSTRUCTION & DIFFERENTIATION (ALL STUDENTS)

HMH: Into Reading K-5         
Heggerty K-2    
Handwriting W/O Tears K-2 

### KEY

 Phonemic Awareness  
 Phonics  
 Fluency  
 Vocabulary  
 Comprehension

 Physical (more teacher control & planning)  
 Digital (less teacher control & planning)


Developed by the Elementary IDEA team, 2023




## Component #2 - Professional Development in Reading

District educators are provided professional development in the area of reading instruction. Alaska DEED has provided opportunities for teachers to take [LETRS®](#), a two-year intensive training through Lexia or [Keys to Literacy](#), both of which meet the State's requirements for teachers to earn their reading endorsement through training based on the science of reading. The Teaching and Learning department provides additional [professional development](#) in the delivery of new materials, curriculum, assessments, interventions, and best teaching practices through a variety of professional learning opportunities.

Category	Alaska Reads Act	FNSBSD	Resources
Professional Development and Training	DEED will provide training to school district staff on the use of the screening tool and evidence-based reading interventions. <a href="#">(Paragraph 6)</a>	The FNSBSD has promoted and made available all the training opportunities provided by DEED, including Keys to Literacy, LETRS, mCLASS Training.	<a href="#">Keys to Literacy</a> <a href="#">LETRS</a>



### Alaska Reads Act: Educator Qualifications




**K-3 Teacher or Administrator**

Any teacher or administrator responsible for reading instruction for kindergarten through 3rd grade students- this includes special education teachers and ELL/ESL teachers.

New hires after **July 1, 2025** have to be endorsed prior to teaching in a K-3 classroom

Path to Certification:

- 45 hour Department Approved Professional Development- Currently Keys to Literacy or LETRS is being offered free of charge



**SCAN ME**

**Reading Teacher**

The teacher responsible for supporting, supervising, and/or providing interventions of the Individual Reading Improvement Plans. This role is defined by the district.

Path to Certification:

- Same professional development or exam options as K-3 Teacher
- Submission of a reading instruction efficiency evaluation form certified by a district representative

**Early Education Lead**

The teacher responsible to oversee Early Education programs.

Path to Certification:

- 6 credits in early childhood education
- Two or more years experience teaching kindergarten or in an early education program
- Successful completion of an evidence-based reading training course approved by the department

### [AK Reads Teacher Certification](#)



## Component #3 - State Adopted Literacy Screeners

The district will use the State's provided literacy screener, mCLASS®, to identify students in grades K through 3 who have reading deficiencies. For students in grades 3-5, the district has aligned with the State by adopting MAP© as the screening tool for both reading and math. Screening occurs three times a year, in the Fall, Winter, and Spring of the academic school year. Additional diagnostic assessments and progress monitoring will continue throughout the year for students who are identified as below or far below grade level proficiency by the screener. Progress monitoring and diagnostic assessments will inform intervention instruction and the grouping of students in the school's MTSS intervention plan.

Category	Alaska Reads Act	FNSBSD	Resources
<a href="#">Progress Monitoring Schedule</a>	Student Reading Intervention: •Progress monitoring (AS 14.30.765)(b)(5) •Adjust plan based on student needs (AS 14.30.765)(b)(5)	Schools will develop a progress monitoring schedule to assess and monitor the progress of Tier II and Tier III students throughout the year.	<a href="#">MTSS Progress Monitoring</a>
<a href="#">Progress Monitoring Tool</a>	<b>4 AAC 06.405.</b> (d) Each school district's K-3 MTSS reading plan must comply with AS 14.30.765 and must include (3) description of the district's progress monitoring tool and the proposed schedule;	Teachers in the FNSBSD will use <a href="#">mCLASS</a> for progress monitoring reading development skills of students in K-3 who have been identified with reading deficiencies. Students in grades 4 and 5 whose reading deficiencies are significantly below grade level may continue to be monitored through mCLASS.	<a href="#">MTSS Progress Monitoring</a>
<a href="#">Responding to Progress Monitoring Data</a>	Student Reading Intervention: Progress monitoring (AS 14.30.765)(b)(5)  Adjust plan based on student needs (AS 14.30.765)(b)(5)	In accordance with the AK Reads Act, the district will adjust student reading intervention supports based on student needs, as made evident through regular progress monitoring. Review of progress monitoring should happen a minimum of twice a quarter but may happen for individual students as needed.	Progress monitoring bi-weekly; diagnostic assessment as needed. Grouping and re-grouping of students based on progress monitoring to occur at the mid-quarter and quarter marks or approximately every 5 weeks. *Individual students should be moved to appropriate groups as needed anytime.

Category	Alaska Reads Act	FNSBSD	Resources
<a href="#">Reading Screening Tool</a>	<p>In order to identify which students need reading intervention, the Alaska Department of Education &amp; Early Development (DEED) will adopt a statewide screening tool for the early detection of reading deficiencies, including characteristics of dyslexia. (<a href="#">Paragraph 2</a>)</p> <p><b>4 AAC 06.400.</b> (a) The department shall provide a statewide screening tool and associated training to all school districts to assess student reading skills.</p>	<p>In accordance with AK DEED's suggestion, the FNSBSD has adopted <a href="#">mCLASS</a> as the early detection screening tool for grades K-3, and <a href="#">MAP Growth</a> for grades 3-5 grade, to identify reading deficiencies, including characteristics of dyslexia.</p>	<p>mCLASS <a href="#">Statewide Early Literacy Screener</a></p> <p><a href="#">mCLASS</a></p> <p><a href="#">MAP Growth</a></p>
<a href="#">Screening schedule</a>	<p>The screening tool will be administered three times each school year to track student progress. Students who demonstrate sufficient reading skills on the first screening of the school year will not have to repeat the screening. (<a href="#">Paragraph 2</a>)</p> <p><b>4 AAC 06.400. Statewide literacy screening and support.</b> (b) Except as provided in (d), each school district shall assess all students in kindergarten through grade three each fall using the statewide screening tool as provided in AS 14.30.760 and shall (1) identify students with reading deficiencies and require these students to take a winter and spring assessment;</p>	<p>All students in grades K-5 will be screened 3 times a year according to the <a href="#">district assessment calendar</a>, to identify deficiencies and track progress. Students who demonstrate sufficient reading skills will continue to participate in the screening to ensure they continue to mAlaskae appropriate growth. Students in grade 3, who demonstrate proficiency on the mCLASS screener will continue only with the MAP screener for the remainder of the year.</p>	<p><a href="#">FNSBSD Assessment Calendar</a></p> <p><b>K, 1st, and 2nd Grade</b> - mCLASS 3x per year. Fall, Winter, Spring.</p> <p><b>3rd Grade</b> - mCLASS in Fall, and if the student is proficient, no further mCLASS screening is required. If the student demonstrates a deficiency, they will continue with the screening (Winter and Spring) until they demonstrate grade-level proficiency.</p> <p><b>3rd, 4th and 5th Grade</b> - MAP screening 3x per year, Fall, Winter, Spring.</p>

## Component #4 - Reading Achievement Plans and Targeted Support

Schools will develop an MTSS Intervention Plan to provide targeted support to students based on their identified reading deficiencies. Although there may be some variations between schools due to staffing resources and school size, the implementation of a walk-to-intervention or walk-to-read program is required. At a minimum, schools will provide 25-30 minutes of additional instruction, to students in Tier II twice a week, and a minimum of 30-35 minutes of additional instruction to students in Tier III four times a week.

Students in K-3 who are identified as either Tier II or Tier III will have a Reading Achievement Plan developed and implemented by the school staff and communicated to parents for input.

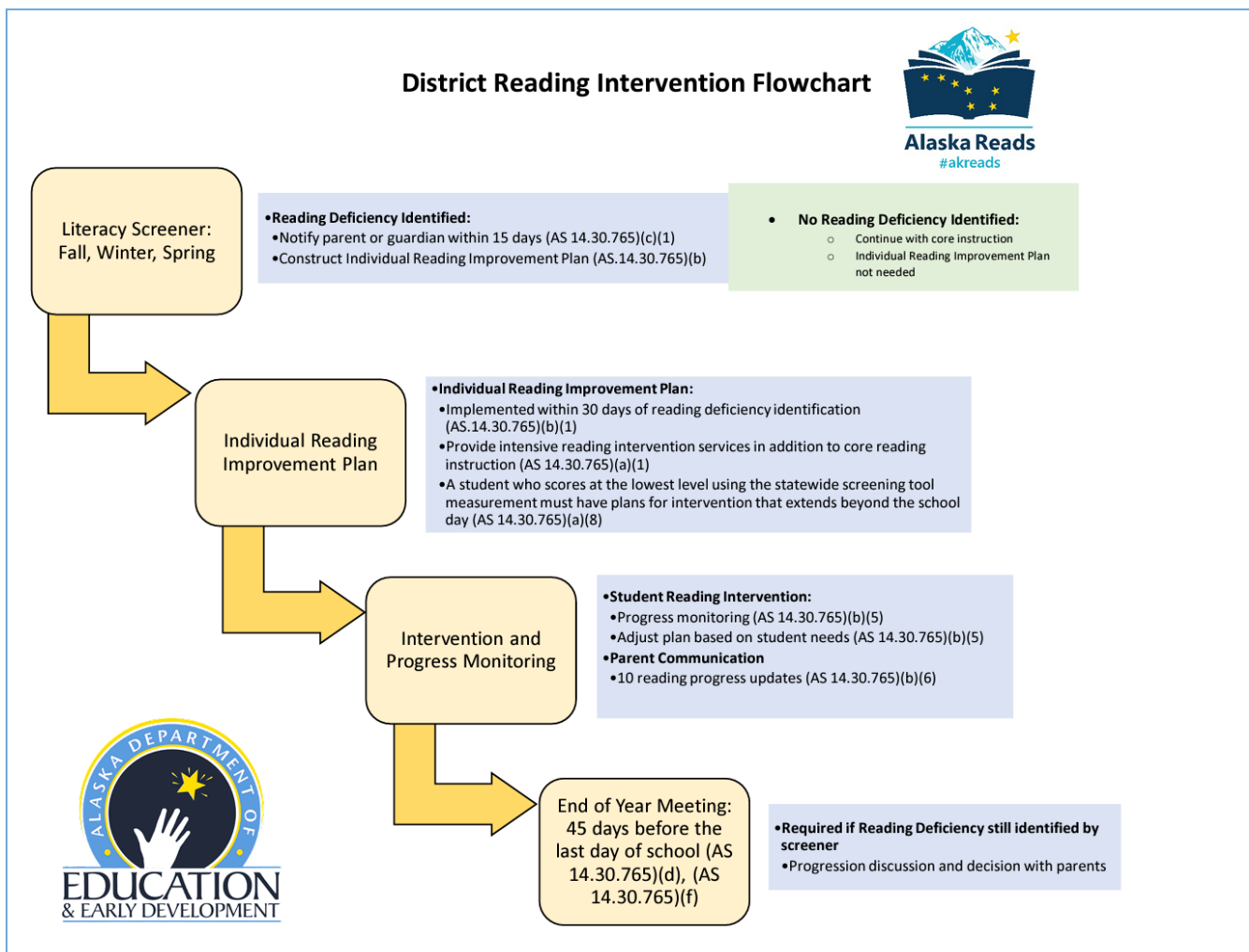
Category	Alaska Reads Act	FNSBSD	Resources
<a href="#">Intensive Reading Intervention</a>	<p>Each school district is required to offer intensive reading intervention services based on the students in K-3 who exhibit a reading deficiency to assist students in achieving reading proficiency at or above grade level by the end of third grade. <a href="#">(Paragraph 1)</a></p> <p><b>4 AAC 06.405. Reading intervention services and strategies.</b> (a) A school district shall offer intensive reading intervention services to students in kindergarten through grade three who exhibit a reading deficiency as provided in AS 14.30.765.</p>	<p>The FNSBSD will provide reading intervention services to all students, K-5 who exhibit a reading deficiency, and provide additional learning opportunities to students in 6th-12th grade to improve on literacy-based skills across the curriculum and content areas.</p>	<p><a href="#">District Reading Intervention Flowchart</a> (DEED, Alaska Reads Act)</p> <p><a href="#">Parent Alaska Reads Information Pamphlet</a></p> <p><a href="#">MTSS Timeline</a></p>
<a href="#">Delivery of Intervention</a>	<p>Reading intervention must be provided in addition to, not in replace of, the core reading instruction which is provided to all students in a general education classroom. <a href="#">(Paragraph 1)</a></p>	<p>Students in grades K-5 will receive a minimum of 90 minutes of core literacy instruction using the School Board approved <a href="#">HMH Into Reading</a>. Students identified with reading deficiencies shall receive additional instruction, according to their level of need (Tier I, Tier II, or Tier III).</p>	<p><b>Tier I</b> - core instruction and additional extension reading lessons.</p> <p><b>Tier II</b> - 25-30 minutes of additional instruction, at least twice a week.</p> <p><b>Tier III</b> - 30-35 minutes of additional instruction, 4 times a week.</p> <p><a href="#">HMH Into Reading</a></p>

Category	Alaska Reads Act	FNSBSD	Resources
<a href="#">Intervention Structure</a>		Each elementary school will have a Walk To Intervention time set aside several times each week. Students will receive the reading interventions during this time.	IEP - students who have reading as an area of support in their IEP will, as much as possible, receive their special services in addition to reading interventions. Special education and reading interventions should not reduce core instruction.
<a href="#">Individual Reading Improvement Plan</a>	<p>When a reading deficiency is identified, the district is responsible for notifying the student's parent or guardian and <b>providing an individual reading improvement plan.</b> (<a href="#">Paragraph 2</a>)</p> <p><b>4 AAC 06.410. Individual reading improvement plan.</b>  (a) A school district shall provide a culturally responsive individual reading improvement plan for each student in kindergarten through grade three who is determined to have a reading deficiency based on the statewide screening tool in AS 14.30.765</p> <p><b>Development of RAP:</b>  Construct Individual Reading Improvement Plan (AS.14.30.765)(b)</p>	The FNSBSD has followed the recommendations from DEED to develop a Reading Achievement Plan (RAP) which will be used for students in grades K-3 who have a demonstrated reading deficiency and may be used for students in grades 4 and 5 as needed.	<a href="#">FNSBSD Reading Achievement Plan Template</a>  <a href="#">2023-24 MTSS Calendar</a>
<a href="#">Identification and Initiation of Reading Interventions</a>	<p><b>Reading Deficiency Identification:</b> Notify Parent or guardian within 15 days (AS 14.30.765)(c)(1)</p> <p><b>Initiation of reading interventions:</b> Implemented within 30 days of reading deficiency identification (AS.14.30.765)(b)(1)</p>	Following the Fall screening, schools will begin reading interventions for any student in grades K-3 who has an identified reading deficiency. Parental notification will occur within 15 days of identification, and Implementation of interventions must begin within 30 days of identification but may precede a meeting with the parents to review the RAP.	<p>The district will develop a suggested schedule for when parental notifications and RAP meetings should occur.</p> <p>Following the first screener of the year, initial RAP meetings may occur before or during the Fall Parent-Teacher conferences.</p>

Category	Alaska Reads Act	FNSBSD	Resources
Outside of School Reading Support	<p><b>AS 14.30.765</b>“(4) provide reading intervention services outside of regular school hours for a student who scores at the lowest achievement level on the statewide screening tool consistent with (a)(8) of this section” Alaska Stat. §</p> <p><b>AS 14.30.765</b> Out-of-school support for kindergarten through third-grade students that score at the lowest level on the literacy screener to address skill deficits in reading.</p>	The district will provide additional reading intervention services for students who score at the lowest level of reading proficiency based on the statewide screening tool. These interventions may be offered before or after school and may include either in-person or online instruction.	<p>Resources available to students included:</p> <ul style="list-style-type: none"> <li>• UFLI</li> <li>• Phonics for Reading</li> <li>• mCLASS Home Support</li> <li>• Amira</li> <li>• Waggle</li> <li>• Smarty Ants</li> </ul>

## District Reading Intervention Flowchart created by DEED

### District Reading Intervention Flowchart



## FNSBSD Elementary Reading Intervention Plan - K-3 MTSS Plan

Elementary schools will follow the guidance of this Elementary Reading Intervention Plan to meet the requirements of the Alaska Reads Act and establish at each school a K-3 MTSS Plan for teaching reading.

	<b>Tier I: Universal Instruction</b>	<b>Tier II: Targeted Instruction</b>	<b>Tier III: Intensive Instruction</b>
<b>Program (intervention tool)</b>	The FNSBSD has adopted the evidence-based program, <b>Into Reading</b> (HMH 2022) for K-5 grades and <b>Into Lit</b> (HMH 2022) for 6th-8th, for core instruction for all students with the expectation that it be implemented with fidelity district-wide.	The FNSBSD has selected the following evidence-based interventions to be implemented according to professional development and DEED recommendations: <ul style="list-style-type: none"> <li>• Amira (K-2)</li> <li>• UFLI (K-2)</li> <li>• Smarty Ants (K-5)</li> <li>• Bridge The Gap (3-5)</li> <li>• Waggle (3-5)</li> <li>• Phonics for Reading (3-5)</li> </ul>	The FNSBSD has selected the following evidence-based interventions to be implemented according to professional development and DEED recommendations: <ul style="list-style-type: none"> <li>• Amira (K-2)</li> <li>• UFLI (K-2)</li> <li>• Smarty Ants (K-5)</li> <li>• Bridge The Gap (3-5)</li> <li>• Waggle (3-5)</li> <li>• Phonics for Reading (3-5)</li> </ul>
<b>Learner</b>	<i>ALL</i> students, K through 5th Grade at K-5 Elementary Schools and <i>ALL</i> K through 8th Grade at K-8 Elementary Schools.	Students identified with reading deficiencies with the screening tool, mClass (K-3) or MAP (4-8) shall receive additional instruction. Students in grades K - 3 who are identified as deficient in reading will require a Reading Achievement Plan that aligns with Alaska Reads Act requirements. This RAP may be used for students in grades 4-5 if appropriate to their reading level.  Students are identified as Tier II when they are below grade level.	Students identified with reading deficiencies with the screening tool, mClass (K-3) or MAP (4-8) shall receive additional instruction. Students in grades K - 3 who are identified as deficient in reading will require a Reading Achievement Plan that aligns with Alaska Reads Act requirements. This RAP may be used for students in grades 4-5 if appropriate to their reading level.  Students are identified as Tier III when interventions at the Tier II level have not been sufficient or their reading deficiencies are far below grade level.
<b>Time</b>	Minimum of 90 minutes per day for core instruction.	From 25-30 additional minutes of instruction per day, at least twice a week for grade K-3 students in Tier II. Additional instruction should be provided beyond core instruction for Tier II students in 4-5 grades.	From 30-35 additional minutes of instruction, 4 times per week for grade K-3 students in Tier III. Additional instruction must be provided beyond core instruction for Tier III students in 4-5 grade.



	<b>Tier I: Universal Instruction</b>	<b>Tier II: Targeted Instruction</b>	<b>Tier III: Intensive Instruction</b>
<b>Grouping</b>	Whole class plus differentiated instruction and the use of core curriculum intervention materials.	Small group intervention is provided through a Walk-to-Intervention model, allowing for the grouping of students based on instructional needs. Efforts should be made to keep the higher-need instructional groups to a limited size, between 10-12 students or fewer if possible.	Small group sizes of between 2-6 students per intervention are considered optimal for Tier III.
<b>Teacher</b>	Classroom teacher with the additional support of paraprofessionals or volunteers as available.	Classroom teachers, reading teachers, or paraprofessionals trained in the implementation of reading interventions.	Tier III students should have the support and benefit of being instructed by the highest-trained professionals available, including classroom teachers, special education teachers, reading teachers, or paraprofessionals trained in the implementation of reading interventions.
<b>Assessment</b>	Screening three times per year for all students using mCLASS for K-3 and MAP for 3-5th Grade. Regular progress monitoring for students with deficiencies.	Progress monitoring monthly, or approximately every 4 weeks, and diagnostic assessment in reading as needed. Grouping and re-grouping of students based on progress monitoring to occur at the mid-quarter and quarter marks or approximately every 5 weeks. *Individual students should be moved to appropriate groups as needed anytime.	Progress monitoring bi-weekly; diagnostic assessment as needed. Grouping and re-grouping of students based on progress monitoring to occur at the mid-quarter and quarter marks or approximately every 5 weeks. *Individual students should be moved to appropriate groups as needed anytime.
<b>Support for Early Literacy at Home &amp; Communication</b>	<p><b>Home Literacy Support</b> - District-identified resources provided on the district website and shared through parent meetings, school newsletters, and district communication. Ready Raven pre-K materials are provided free at community and school events for any child not yet in Kindergarten.</p> <p><b>Communications</b> - The district has engaged in informing the community and families through a variety of communications, including, Town Halls, Social Media Posts, Informational Videos, Multi-lingual Brochures, School Open Houses and Back-to-School events, and Parent-Teacher Conferences.</p>	<p><b>Home Literacy Support</b> - District-identified resources provided on the district website and shared through parent meetings, school newsletters, and district communication. Ready Raven pre-K materials are provided free at community and school events for any child not yet in Kindergarten.</p> <p><b>Communications</b> - The district has engaged in informing the community and families through a variety of communications, including, Town Halls, Social Media Posts, Informational Videos, Multi-lingual Brochures, School Open Houses and Back-to-School events, and Parent-Teacher Conferences.</p>	<p><b>Home Literacy Support</b> - District-identified resources provided on the district website and shared through parent meetings, school newsletters, and district communication. Ready Raven pre-K materials are provided free at community and school events for any child not yet in Kindergarten.</p> <p><b>Communications</b> - The district has engaged in informing the community and families through a variety of communications, including, Town Halls, Social Media Posts, Informational Videos, Multi-lingual Brochures, School Open Houses and Back-to-School events, and Parent-Teacher Conferences.</p>



	<b>Tier I: Universal Instruction</b>	<b>Tier II: Targeted Instruction</b>	<b>Tier III: Intensive Instruction</b>
<b>Professional Development</b>	5 + Days of Professional Development for Reading Instruction, curriculum, assessment, and intervention strategies.	5 + Days of Professional Development for Reading Instruction, curriculum, assessment, and intervention strategies.	5 + Days of Professional Development for Reading Instruction, curriculum, assessment, and intervention strategies.

## Component #5 - Family Partnerships and Communication

The district and the State agree on the importance of family engagement and the value of partnering with parents in the education of their children. Throughout the Alaska Reads Act, there are multiple prompts to initiate communication with parents, inform them about their child's reading progress, and consult with parents on the Reading Achievement Plan and grade level progression. The district is creating and providing resources to inform parents of the Alaska Reads Act, what it means for their child, and how it will impact their child's instruction.

Additional communication will come from the district, the schools, and through individual teachers. Parent-Teacher conferences will play a vital role in providing teachers the time they need to meet with parents. Schools are encouraged to host family engagement events and to take opportunities to inform parents how to support literacy development at home.

Notably, the Alaska Reads Act identifies parents of children in grades K-3 as key decision makers in grade level progression or non-progression of their child. Although informed by the school, parents of children who are reading below grade level may decide to either promote or retain their child once during the K through 3rd-grade years. It continues to be the view of the district that retention is a significant and potentially negatively impacting intervention and it should be carefully weighed by the decision-makers prior to implementation. The details of this option will be fully explained and discussed with parents by school-level personnel so parents are informed and supported as they make this important decision.

<b>Category</b>	<b>Alaska Reads Act</b>	<b>FNSBSD</b>	<b>Resources</b>
<a href="#">Parental Notification</a>	When a reading deficiency is identified, the district is responsible for notifying the student's parent or guardian and providing an individual reading improvement plan. <a href="#">(Paragraph 2)</a>  Deficiency identified through the reading screener: Notify parent or guardian within 15 days (AS 14.30.765)(c)(1)	The school will provide timely communication to parents and guardians following each screening interval, and inform parents and guardians of any identified deficiencies.	Communication Templates  <a href="#">Initial Reading Deficiency Notice to Parent</a>

Category	Alaska Reads Act	FNSBSD	Resources
<a href="#">Reading Deficiency and next grade promotion</a>	<p>If a student in kindergarten through second grade has a reading deficiency following the Spring administration of the assessment tool, school staff <b>must meet</b> with the student's parent or guardian and explain that the student will not be able to maintain adequate academic progress at the next grade level. Following the meeting, the parent or guardian determines whether the student will be promoted to the next grade. <a href="#">(Paragraph 3)</a></p> <p>End of Year Meeting: 45 days before the last day of school (AS 14.30.765)(d), (AS 14.30.765)(f)</p>	Following the Winter or Mid-Year mCLASS screener, teachers or school staff will communicate with parents of any student who continues to demonstrate reading deficiencies and share multiple data points about how the student has been progressing in school, including in reading, writing, math, and social interactions. Following the meeting, the parent or guardian will determine whether the student continues to the next grade or repeats their current grade. A student may only be retained once.	<a href="#">K-2nd Non-Progression Waiver Request</a>
<a href="#">3rd Grade Student Spring Reading Deficiency</a>	<p>If the Spring administration of the screening tool indicates a third grade student has a reading deficiency, the school is responsible for scheduling a meeting with the student's parent or guardian. <a href="#">(Paragraph 4)</a></p>	Following the Winter or Mid-Year mCLASS screener, teachers or school staff will communicate with parents and/or guardians of any student who continues to demonstrate reading deficiencies and share multiple data points about how the student has been progressing in school, including in reading, writing, math, social interactions and development of age-appropriate self-efficacy skills.	<a href="#">2023-24 MTSS Calendar</a>
<a href="#">3rd Grade progression</a>	<p>The student will not be promoted to the fourth grade unless the parent or guardian signs a waiver developed by DEED which acknowledges that the student is not prepared and agrees that the student will participate in an additional 20 hours of individual reading improvement plan services the summer before the fourth grade. <a href="#">(Paragraph 4)</a></p>	In accordance with the timelines outlined by DEED, parents will be informed of their 3rd-grade student's reading deficiency and the difficulty this could present to their academic success in 4th grade. Following the meeting, the parent or guardian will determine whether the student continues to the next grade or repeats 3rd grade.	<a href="#">3rd Non-Progression Waiver Request</a> Retention is a significant intervention that should be weighed heavily and only done once in a student's academic career. Parents make the final decision for student progression or retention in grades K-3.

Category	Alaska Reads Act	FNSBSD	Resources
3rd Grade progression continued	<p><b>4 AAC 06.415. Student Progression.</b> (c) Each school district shall make available a department waiver of non-progression form for a parent or guardian who elects to submit a waiver as provided in AS 14.30.765(f). The parent or guardian shall submit to the school district a completed and signed waiver of nonprogression request within 30 days of meeting with school and district staff as required in AS 14.30.765(f) or by the end of the school year, whichever is earlier, and shall meet all other requirements in AS 14.30.765.</p> <p>(d) Students may only have their progression delayed one time between kindergarten and grade 3.</p>	If the parent or guardian decides the student should continue on to 4th grade, they must sign a waiver, developed by DEED, to acknowledge that the student is not adequately prepared and that the student will participate in an additional 20 hours of individual reading services to be provided by the district before the student begins 4th grade.	For general guidance previously retained students may not be retained in 3rd grade. Students with IEPs, ELL, and Migrant students should rarely be retained.
Retention or Promotion Decisions When No Parent or Guardian Participates	For any student in K-3 with a reading deficiency identified by the Spring administration of the screening tool, if no parent or guardian attends the meeting with school staff or does not determine the student's progression, the superintendent or the superintendent's designee will determine if the student progresses based on the student's best interest. <a href="#">(Paragraph 5)</a>	When a parent or guardian does not meet with the school to make a determination, the Assistant Superintendent of Elementary Schools will make the final determination on student placement for students in the final quarter of the student's third-grade year with an identified reading deficiency. This decision will only be reversible by a parent or guardian within the first 20 days of the following school year.	When no parent or guardian participates in a meeting, the principal and building-level student support team will review student progress and forward a promotion or non-promotion recommendation to the Assistant Superintendent of Elementary Schools for final determination.
Parental Communication	Student Reading Intervention: •Progress monitoring (AS 14.30.765)(b)(5) •Adjust plan based on student needs (AS 14.30.765)(b)(5)	The teacher or school staff will inform parents of K-3rd grade students of their student's reading progress, throughout the school year, a minimum of 10 times, through a combination of in-person conferences, written communications, electronic notifications, and phone or video conferences.	<a href="#">2023-24 MTSS Calendar</a>

## References & Links

Alaska Reads Act HB114: [Alaska Reads Act](#) (Full Document)

Early Education Grant Program,  
Department Reading Program,  
[District Reading Improvement Program](#), and  
Teacher Certification

Alaska Strategic Reading Plan [Introduction to Alaska's Strategic Reading Plan](#)

[FNSBSD Alaska Reads Act FAQs](#)

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