

Subject: Confirmation - AK READS District Intervention Plan
Date: Friday, September 1, 2023 at 2:08:26 PM Alaska Daylight Time
From: Smartsheet Forms
To: Tracy Bell

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AK READS District Intervention Plan

DISTRICT NAME: Northwest Arctic Borough School District

DISTRICT ADDRESS: PO Box 51, Kotzebue AK 99752

DISTRICT PHONE NUMBER: 907-442-1800

SCHOOL YEAR: 2023-2024

SUPERINTENDENT NAME: Terri Walker

CHECK HERE IF CHANGES HAVE OCCURRED FROM PREVIOUS YEAR SUBMISSION OF DISTRICT INTERVENTION PLAN OR THIS IS A NEW PLAN



HOW MANY ELEMENTARY SCHOOLS IN SCHOOL DISTRICT: 12

THE NAME OF EACH ELEMENTARY SCHOOL: Ambler School, Buckland School, Deering School, June Nelson Elementary School, Kiana School, Kisimġiuqtuq School, Kobuk School, Napaaqtugmiut School, Aqqaluk Noorvik School, Davis-Ramoth Memorial School, Shungnak School, NWABSD Homeschool

DOES THIS DISTRICT INTERVENTION PLAN INCLUDE EACH SCHOOL IN YOUR DISTRICT? Yes

IF NOT- NAME THE SCHOOLS THIS DISTRICT INTERVENTION PLAN INCLUDES:

DISTRICT REPRESENTATIVE ACCOUNTABLE FOR PLAN: Tracy Bell

TITLE OF REPRESENTATIVE: Director of Curriculum and Instruction

EMAIL OF REPRESENTATIVE: tbell@nwarctic.org

PHONE NUMBER OF REPRESENTATIVE: 907-442-1838

Name of Core Program: Into Reading (HMH)

Year Published: 2020

Duration: 90-99 minutes

Do not have an adopted Core Program (Check):

Check here if 1st grade is different than Kindergarten:

Check here if 2nd grade is different than 1st Grade:

Check here if 3rd grade is different than 2nd Grade:

Please enter any clarifying comments needed for Tier I: Universal Instruction:

1. Into Reading (HMH) is the adopted core reading program for K-6 at NWABSD. Within the 90-99m time frame, Tier 1 focuses will be structured daily around the following components; K-1; ECRI (30m) Into Reading Phonological Awareness (10m), Phonics (15m), Spelling (10m), Vocabulary (15m), Shared Reading (15m) 2-3; Phonics/Morphology (20m), Spelling (10m), Guided/Shared Reading (30m), Vocabulary (20m) 4-5; Phonics/Morphology (20m), Spelling (10m), Guided/Shared Reading (30m), Vocabulary (20m)

Using the model that if 80% of students need a skill, it is considered a Tier I focus, teachers will differentiate and scaffold grade-level instruction accordingly.

2. Writing is a separate 30m block. NWABSD has adopted Step Up to Writing and Handwriting without Tears as our writing and handwriting programs.

3. Students also receive 30m of Iñupiaq Language Instruction provided by a Certified Iñupiaq Instructor. This connects students to their culture and is in alignment with NWABSD School Board priorities.

4. Enhanced Core Reading Instruction (<https://ctlmarketplace.uoregon.edu/product/enhanced-core-reading-instruction>) instruction is a board adopted supplement to core instruction for all students in grades K-2.

ECRI Research:

Research on Enhanced Core Reading Instruction was reviewed by the National Center on Intensive Intervention (NCII). The research received a rating of "convincing evidence" in the areas of participants, research design, fidelity of implementation, targeted outcome measures and broad outcome measures.

Rigorous evaluations have demonstrated statistically significant and substantive impacts on the reading achievement of at-risk readers in first grade (Fien et al., 2014; Smith et al., 2016).

Enhanced Core Reading Instruction has a positive effect on Tier 1 teachers' quality of explicit instruction and the accuracy of group practice opportunities (Nelson-Walker et al., 2013).

Enhanced Core Reading Instruction closes the gap for at-risk readers. First-grade, Tier 2 students receiving Enhanced Core Reading Instruction had statistically-significant,

accelerated growth for Tier-2, first-grade Enhanced Core Reading Instruction students on measures of word reading, reading comprehension and a comprehensive measure of reading achievement, compared to Tier 2 students who received un-enhanced core instruction (Baker, Smolkowski, Chaparro, Smith & Fien, 2015).

The research version of the program was the focus of a study reviewed by the National Center on Intensive Intervention (NCII). NCII rated the study as having "convincing evidence" regarding participants, research design, fidelity of implementation, targeted outcome measures and broad outcome measures.

Smith, J. L. M., Nelson, N. J., Smolkowski, K., Baker, S. K., Fien, H. & Kosty, D. (2016). Examining the efficacy of a multitiered intervention for at-risk readers in grade 1. *Elementary School Journal*, 116(4), 549-573. doi:10.1086/686249

Baker, S. K., Smolkowski, K., Chaparro, E. A., Smith, J. L. M. & Fien, H. (2015). Using regression discontinuity to test the impact of a tier 2 reading intervention in first grade. *Journal of Research on Educational Effectiveness*, 8(2), 218-244. doi: 10.1080/19345747.2014.909548

Fien, H., Smith, J., Smolkowski, K., Baker, S. K., Nelson, N. J., & Chaparro, E. (2014). An examination of the efficacy of a multi-tiered intervention on early reading outcomes for first grade students at risk for reading difficulties. *Journal of Learning Disabilities*, Advanced online publication. doi: 10.1177/0022219414521664

Nelson-Walker, N. J., Fien, H., Kosty, D. B., Smolkowski, K., Smith, J. L. M., & Baker, S. K. (2013). Evaluating the effects of a systematic intervention on first grade teachers' explicit reading instruction. *Learning Disabilities Quarterly*, 36(4), 215-230. doi: 10.1177/0731948712472186

5. Principals and Data Leads will be provided support on NWABSD's MTSS Procedures, Embrace Documentation, and scheduling formats. This support will be

Names of Intervention program(s):

ECRI Tier I (Preteach & Reteach) Into Reading Tier II Skill Based Interventions

Frequency:

3 days a week

Group Size:

4 to 5, 5 to 6, 6+ students

Duration:

20-24 minutes

Check here if 1st grade is different than



Kindergarten:

Check here if 2nd grade is different than 1st grade:



Check here if 3rd grade is different than 2nd grade:



Please enter any clarifying comments needed for Tier II:

Targeted Intervention:

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2-3; Phonics/Morphology (20m), Spelling (10m), Guided/Shared Reading (30m), Vocabulary (20m)
4-5; Phonics/Morphology (20m), Spelling (10m), Guided/Shared Reading (30m), Vocabulary (20m)

Using the model that if 80% of students need a skill, it is considered a Tier I focus, teachers will differentiate and scaffold grade-level instruction accordingly.

2. Writing is a separate 30m block. NWABSD has adopted Step Up to Writing and Handwriting without Tears as our writing and handwriting programs.

3. Students also receive 30m of Iñupiaq Language Instruction provided by a Certified Iñupiaq Instructor. This connects students to their culture and is in alignment with NWABSD School Board priorities.

4. Enhanced Core Reading Instruction
(<https://ctlmarketplace.uoregon.edu/product/enhanced-core-reading-instruction>) instruction is a board adopted supplement to core instruction for all students in grades K-2.

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5. Principals and Data Leads will be provided support on NWABSD's MTSS Procedures, Embrace Documentation, and scheduling formats. This support will be

Names of Intervention program(s):

Enhanced Core Reading Instruction (ECRI) Intensifications, mClass Skill Based Interventions

Frequency:

5 days a week

Group Size:

2 to 3, 3 to 4

Duration:

30-34 minutes

Check here if 1st grade is different than Kindergarten:



Check here if 2nd grade is different than 1st grade:



Check here if 3rd grade is different than 2nd grade:



Please enter any clarifying comments needed for Tier III: Intensive Instruction:

1. Tier III (intensive support) will target 5% of both the highest achieving students and foundationally low students (specific, skill based needs) in each grade-level. ***NWABSD Tiers will not be focused on delivery methods, instead its focused on the skills kids need in the most efficient delivery method to account for staff shortages, professional development levels, and absenteeism.

2. Teachers will be provided support to utilize mClass Intervention platform to provide differentiated, skill-specific instructional support to students performing with in Tier III range.

3. "The Tier 1 Foundational Skills Enhancement materials provide classroom teachers with the same 150 ready-to-use daily foundational skills lessons. Teachers may use these lessons with their whole class or in small group... teachers increase the likelihood of success for their students." ECRI 2022 NWABSD will focus the Tier I Foundational Skills Enhancements to reteach to Tier III students.

<https://improvingliteracy.org/sites/improvingliteracy2.uoregon.edu/files/asset/intensification-student-workbook.pdf>

<https://improvingliteracy.org/sites/improvingliteracy2.uoregon.edu/files/asset/intensification-teacher-guide.pdf>

<https://improvingliteracy.org/sites/improvingliteracy2.uoregon.edu/files/asset/intensification-teacher-flip-charts.pdf>

Note: Heggerty Phonological Awareness or Bridge the Gap (K-5) is being considered as a intervention and supplement to provide a deeper dive of phonological awareness skills and change in delivery structure.

"NWABSD Wordplay" This program will satisfy the additional 30m required of Tier III instruction for outside the school day. Sites will determine the scheduling format of this program (before school, after school, etc) in collaboration with the Curriculum Department. A consideration of materials for this program is the mClass Boost Digital Reading Platform and/or Aligned Reading Leveled Reading for decoding practice. This program will be managed collaboratively between a Certified K-3 Reading Teacher and Instructional Paraprofessional.

Name of District Adopted Literacy Screener:

mCLASS with DIBELS 8th Edition

List district diagnostic tools used:

Into Reading Diagnostic Assessment, CORE Phonics Inventory

Schedule of Progress Monitoring:

2 weeks

Frequency of Decisions per Tier:

4 weeks

Schedule of Progress Monitoring:

2 weeks

Frequency of Decisions per Tier:

4 weeks

Reading-Related Professional Development:

4 full days

Choose the Types of Professional Development:

Reading Instruction, Assessment Literacy, Intervention Strategies, Science of Reading

Stakeholder Engagement:

AK Reads Act specific mailing and radio campaign will provide quarterly support materials to all households in the NWAB region to provide proactive, just in time materials in the mail with relevant resources to access support.

AK Read Act forum will be hosted for each NWABSD stakeholder group focused on NWABSD's Read Act Plan. This will happen at the start of the new school year. Stakeholder events include: NWABSD New Teacher Inservice, Principal Inservice, All Staff

**Home Supports
for Early Literacy
Development
Plan:**

Inservice, NWABSD Board Meeting, Site ASC meetings, and Open Houses.

1. Parent engagement facebook posts have been scheduled throughout the summer to support parents with simple literacy support tips for at-home.
2. Schools will host a back-to-school open house to establish school-home connections. Parents will receive "Today a Reader, Tomorrow a Leader" as a resource.
3. NWABSD LIT Staff Development will travel to each site once per quarter to facilitate parent-engagement activities and literacy distribution activities. Parents will be provided with "Just In Time" information clear instruction on grade-level skills needed for their children and literacy development tips for at-home as well as resources available.

**Parent
Notification Letter** 
Template:

**Student
Individual
Reading Plan** 
Template:

**Waiver for
Literacy Screener** 
(If applicable):

File Attachments

 **FY24_IRIP_StudentTemplate.pdf** (522k)

 **FY24_IRIP_ParentNotification.docx** (1225k)