

LPSD Literacy Report – October 2025

CLSD Grant and Alaska Reads Act

To: Kasie Luke
and LPSD School Board Members

From: Moon McCarley
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CLSD Grant - <https://education.alaska.gov/clsd-cohort-2>

Comprehensive Literacy State Development Grant - *Focus on literacy Birth-12th grade with a goal of raising student achievement in literacy through all levels*

Differentiating Student-Focused Readiness (*Structured Literacy & MTSS Framework of Support*)

- Using the data collected from BOY Amplify Assessments, sites are developing intervention plans and schedules that will offer additional literacy instruction for students.
- Teachers have completed training in mCLASS interventions. Additionally, they will have the opportunity to collaborate and receive support for implementing interventions during the October inservice.
- Literacy intervention resources are being purchased for the secondary levels. Teachers will receive training and guidance on how to use these resources to support older students in closing literacy learning gaps.

Building Staff Capacity (*Literacy-Focused Professional Development*)

- The October in person inservice is being funded, in part through the CLSD grant. Literacy through all levels (K-12) and all subjects will be a focus of inservice session.
- The grant team is working with Glean Education to provide literacy professional development for paraprofessionals. The goal of this is to build confidence and skills for classroom assistants to help them in working with students. Four PD sessions will be offered this year.
- Principals and other district leaders will be participating in capacity building sessions with the Glean team. These sessions will focus on examining our current practices and determining where improvements can be made to increase student achievement.

Fostering & Sustaining Partnerships (*Family/Community Engagement & Partnerships*)

- The CLSD grant, Title 1, and Family Support all have funds to promote family engagement. The 3 departments will be collaborating on making the most of these funds to reach families while ensure site staff and families are not overwhelmed.
- We will be finding ways to consolidate these funds and activities while ensuring that the reporting requirements are met for each department.

Alaska Reads Act - <https://education.alaska.gov/akreads>

Focus on literacy K-3 with a goal of having students reading on grade level by the end of 3rd grade with an emphasis on the Science of Reading

Alaska Reads Act Focus Areas

3rd Grade Reading Proficiency – The Alaska Reads Act emphasizes the need for all students to read on grade level by the time they complete the 3rd grade. The approach to this includes reading intervention instruction, building teacher efficacy, and using data to examine and refine what we are doing.

Early Intervention and Support – Students who's scores on the Amplify mCLASS with Dibels 8 literacy screener are below benchmark will receive additional instruction in literacy. This additional instruction is called intervention. Intervention instruction is high dosage and very targeted. It is difficult for our small schools to provide this instruction, in addition to the students' core instruction. These instructional teams are to be commended for the time and effort they use to ensure that all students are getting the supports they need.

Educator Professional Development – Continuing to build the skills and literacy knowledge of classroom teachers and para professionals is key to literacy achievement for students. LPSD is continuing the Elementary Literacy PLC this year. Teachers who teach literacy to the elementary levels will participate in a virtual learning community. During this time they will be able to learn and plan with a team of peers. This helps classroom instruction and fosters consistency throughout the district.

Data Driven Progress – In order to accurately understand student learning we need high quality instructional data. This is used as part of a balanced assessment system. This data provides an understanding of student achievement and growth. It also helps teachers see where knowledge strengths and weaknesses are. After quality data is collected it is used to help guide decisions about continuing current practices or making improvements that will help students strengthen learning.