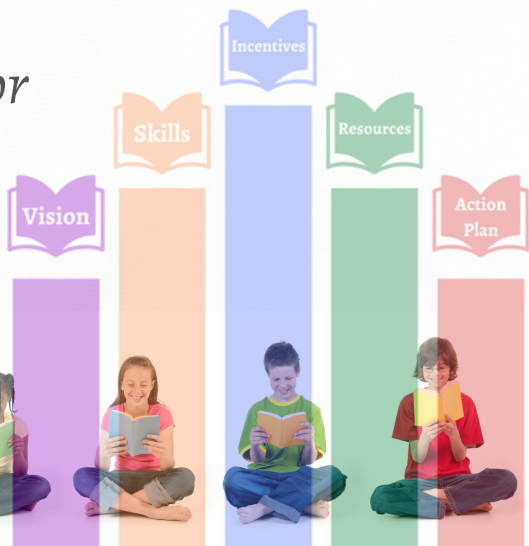




*Alabama's  
Comprehensive Plan for  
K-3 Literacy  
Achievement*





The Alabama Reading Initiative is proud to support the work of the *Alabama Literacy Act* to revitalize and restore progress toward grade level reading.



**The goal is to be better tomorrow than we are today...each and every day.**

**Mrs. Bonnie Short**  
**ARI Director**

“To learn to read is to light a fire;  
every syllable that is spelled out is a  
spark.” - Victor Hugo



**Mrs. Vickie Chappelle**  
**ARI Administrator**

“Reading is to the mind what  
exercise is to the body.” -Joseph  
Addison



**Ms. Karen Rutledge-Bell**  
**ARI Administrator**

“...If you judge a fish by its  
ability to climb a tree, it will live  
its whole life believing that it is  
stupid.” -Albert Einstein



**Mrs. Roshelle Carden**  
**Education Specialist I**

“Everyone is a reader.  
Some just haven’t found  
their favorite book yet.”



**Mrs. Suzanne Landry**  
**Education Specialist I**

**Data is not just data.**  
**Data has a face.**  
**Data has a future.**



**Mrs. Misty Wilson**  
**Education Specialist I**

“The more you read, the more  
you will know. The more you  
learn, the more places you’ll go.”  
-Dr. Seuss



**Mrs. Shelia Rudolph**  
**Administrative  
Support Assistant III**

# Table of Contents

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*Every child. Every chance. Every day.*



## ***ALSDE Vision Statement:***

In the knowledge-based economy of the future, a dynamic, healthy, and prosperous Alabama will increasingly rely on the education of its population. The first step to realizing that vision is a high-performing system of public schools that challenge all children with world-class expectation for understanding English and its rich literature, mathematics, history, and the requirements of a democracy, the sciences, and the arts. Such a system demands educators with a deep understanding of the subject being taught, a personal allegiance to continuous self-improvement, and a commitment to helping all children find success in school and in their lives thereafter.

It is our collective vision and plan to promote and support such an equitable, accountable, and just system.



*Scan or click here to access the ALSDE  
Strategic Plan for a New Decade*



# **Vision**





# ARI Vision Statement:

The Alabama Reading Initiative (ARI) is a statewide initiative committed to supporting the development of high-quality instruction that will prepare all students with the literacy skills needed to meet or exceed grade-level standards.

The Alabama Reading Initiative's (ARI) mission, since its inception in 1997, has been to improve K-3 literacy statewide, understanding that all components of the science of reading work together to ensure all students are skillful readers, writers, speakers, and listeners. Through the implementation of the *Alabama Literacy Act*, the ARI's consistent determination and continued increased funding are set to move Alabama forward with the science of reading and structured, student-centered coaching as the foundation of our work.

## Skills

- LETRS
- MSLE
- CALT
- Neuhaus
- Coaching Community

## Incentive

- Increased Reading Proficiency
- Professional Learning Stipends

## Resources

- AL ELA COS
- Proficiency Scales
- Instructional Supports
- Literacy Specialists

## Action

- Differentiated Support to Schools
- Family & Community Outreach
- IHE Partnerships



# Vision



# K - 3 Literacy Instruction Skills

The Alabama Reading Initiative (ARI) supports the implementation of the *Alabama Literacy Act* (ALA) with the goal of improving the reading proficiency of public-school kindergarten to third grade students and ensuring that those students are able to read at or above grade level by the end of the third grade by monitoring the progression of each student from one grade to another, in part, by his or her proficiency in reading. The ALA requires the implementation of effective reading instructional practices aligned to the Science of Reading.

## Structured Literacy Instruction

### Implementing the Science of Reading

Structured literacy is representative of reading instruction that applies the Science of Reading to classroom instruction. Structured literacy includes all of the components that evidence has found to be essential in ensuring reading success for all students. Structured literacy is a systematic, explicit, scaffolded, and differentiated approach to building foundational skills in both word recognition and language comprehension as illustrated in Scarborough's Reading Rope Model (Scarborough, 2001).

### The Simple View of Reading



Skills



# Skills through Professional Learning



**The Lexia LETRS® (Language Essentials for Teachers of Reading and Spelling) Suite:** Comprehensive professional learning designed to provide early childhood and elementary educators and administrators with deep knowledge to be literacy and language experts in the science of reading. LETRS teaches the skills needed to master the foundational and fundamentals of reading and writing instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, and written language.

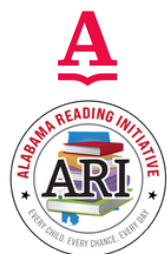


**Language Enrichment and Reading Readiness:** This 36-hour professional learning opportunity in the science of reading includes opportunities to plan instruction while gaining knowledge of reliable reading and spelling patterns, development of oral language and world knowledge, and metacognitive strategies for comprehension.

**MSLE:** Program participants complete a specific sequence of practicum-based courses focused on developing the ability to successfully deliver intensive literacy instruction to individuals with a language learning difference in particular dyslexia.



**MSLE:** This program, based on the *Take Flight* program from Scottish Rite, supports participants in the use of evidence-based strategies utilizing a multisensory structured language program based on the Science of Reading for students with specific language disabilities, such as dyslexia and related disorders.



**Regional Coaching Communities:** These sessions provide local reading specialists the opportunity to collaborate, deepen their content knowledge in Science of Reading and evidence-based practices for implementing these strategies into classrooms through the support of highly-skilled literacy coaching and grounded in implementation science.



**Structured, Student-Centered Coaching:** Local reading specialist provide ongoing, job-embedded professional learning through student-centered coaching in alignment with the Alabama coaching Framework.

# Skills





# Student and Professional Growth

Our incentive, or motivation, is best stated in the *Alabama Literacy Act*. The ALSDE also offers incentives for the mastery of LETRS professional learning modules.

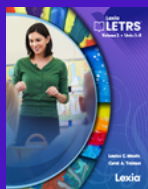


"Relating to public education; to establish the *Alabama Literacy Act*: to implement steps to improve the reading proficiency of public-school kindergarten to third grade students and ensure that those students are able to read at or above grade level by the end of the third grade by monitoring the progression of each student from one grade to another, in part, by his or her proficiency in reading."

**NAEP:** Alabama's fourth graders' scores went up in reading and math, bucking the nation's majority downward trend. Alabama was one of only a handful of states to raise scores in math and two dozen to do so in reading. Reading ranks rose from 49th to 39th for fourth grade.

READ MORE: Alabama schools aren't last place in reading, math on new Nation's Report Card. What changed? - al.com

Thank you, AL educators!



The Alabama State Department of Education (ALSDE) will provide a one-time stipend of \$1,000 to eligible candidates, pending availability of funds, who have completed the LETRS® or LETRS® for Early Childhood Educators (LETRS® ECE) course and demonstrated mastery level on the Learning Platform coursework as evidenced by a score of 80% or greater on the posttest(s) for their course.

## Incentives



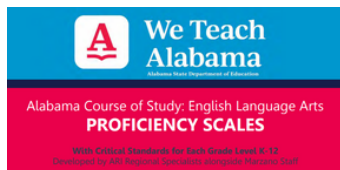


The 2021 Alabama COS: ELA provides the framework for the K-12 study of English Language Arts in AL's public schools. Content standards in this document are minimum and required ( Code of Alabama , 1975, §16-35-4), fundamental and specific, but not exhaustive. The course of study provides the foundation on which local education agencies can build a robust learning sequence. The standards encourage a broad view of literacy that promotes knowledge-building across categories and subjects, making integration of content and collaboration among educators much easier to achieve.

2021-Alabama-English-Language-Arts-Course-of-Study.pdf (alabamaachieves.org)

Facilitators from Marzano Resources assisted ARI specialists in narrowing the number of standards that utilize proficiency scales. Criteria for choosing the proficiency scales standards:

1. **Endurance** - Knowledge and skills that will last beyond a class period or course
2. **Leverage** - Knowledge and skills that cross over into many domains of learning
3. **Readiness** - Knowledge and skills important to subsequent content or courses
4. **Teacher judgment** - Knowledge of content area and ability to identify more- and less important content
5. **Assessment connected** - Student opportunity to learn content that will be assessed in a high-stakes assessment



Quick Links for  
Instructional Supports



The ACAP Summative is a computer-based, criterion-referenced assessment, designed to measure student progress on the Alabama Courses of Study Standards. The assessment is administered to students in Grades 2-8, once a year, in the spring, and includes the content areas of English language arts, math, and science (Grades 4, 6, and 8 only). The ACAP Summative is constructed to meet rigorous technical criteria and to ensure that all students have access to the test contents via principles of universal design and appropriate accommodations.

Scan the QR Codes or click the links below for item specifications and instructional supports.

[Click Here for Grades 2-3](#)

[Click Here for Grades 4-5](#)

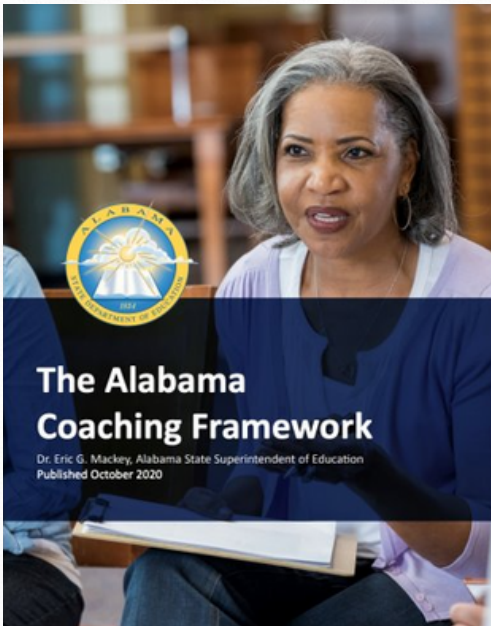
# Resources



# ARI Local Reading Specialist (LRS)

The ARI sends over 80% of its budget directly to local school systems to fund an ARI local reading specialist in each school with any configuration of kindergarten through third grade students. This includes brick and mortar, charter, and virtual schools. The current allocation amount for each LRS is \$80,000. In order to receive the funds, the local reading specialist, school principal, ARI district contact, chief school financial officer, and superintendent must sign the memorandum of agreement (MOA) to indicate their agreement to support and fulfill their role implementing the *Alabama Literacy Act*, including Science of Reading and literacy coaching, with all teachers who support K-3 students in literacy acquisition. Alabama currently funds over 750 local reading specialists.

The specific job responsibilities of the LRS are outlined in the *Alabama Literacy Act* and include working collaboratively with the principal to create a strategic plan for literacy coaching, facilitating schoolwide professional development and study groups, prioritizing time for coaching and mentoring teachers in classrooms daily, and monitoring the reading progress of all K-3 students.



Professional Development <u>AND</u> Ongoing Coaching & Support			
Components of Training	% of Learners who will...		
	...know how to do it	...be able to do it	...do it consistently in daily practice
Presentation/Lecture	10%	5%	0%
Presenter Modeling	30%	20%	0%
Participant Practice & Feedback	60%	60%	5%
Ongoing Coaching & Admin Support	95%	95%	95%

Joyce & Smeck-Neve, 2002

One thing that is pivotal, influential, and proven by research to improve student learning is hiring an effective Local Reading Specialist (LRS) to support literacy through student-centered coaching for all teachers.

The ARI is dedicated to building a culture of ongoing professional learning and continual improvement of professional practice.



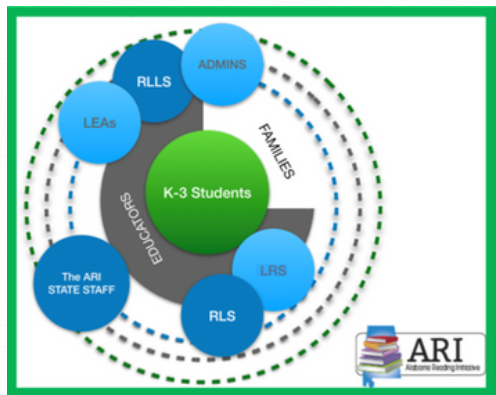
# ARI Regional Literacy Specialists (RLS & RLLS)

Regional Literacy Specialists- ARI currently has 94 regional staff members who are assigned within each of the 11 regional inservice areas to provide differentiated support to school systems to fully implement all aspects of the *Alabama Literacy Act*. These regional literacy specialists work under the direction of the Alabama State Department of Education ARI Director and ARI state staff.

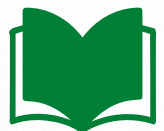
These regional specialists differentiate the support provided to the local systems based on both quantitative and qualitative data and based on LEA roles and responsibilities.

The primary responsibilities of the Regional Literacy Specialists (RLS) are to collaborate with the school local reading specialists, teachers, and administrators in analyzing, planning, developing, and implementing the *Alabama Literacy Act* as agreed to in the Memorandum of Agreement (MOA) through careful analysis of data and in alignment with the Alabama State Course of Study: English Language Arts 2021 as documented in LEA and school action plans for literacy and to assist with the development and implementation of a plan for literacy coaching that includes all teachers who teach literacy skills to K-3 students.

The primary responsibilities of the Regional Literacy Leadership Specialists (RLLS) are to collaborate with LEA leaders and principals in analyzing, planning, developing, and implementing of the *Alabama Literacy Act* as agreed to in the Memorandum of Agreement (MOA) through careful analysis of data and in alignment with the Alabama State Course of Study: English Language Arts 2021 as documented in LEA and school action plans for literacy and for assisting school systems in creating a culture of ongoing professional learning, including supporting the local reading specialist in implementing a culture of literacy coaching for all teachers.



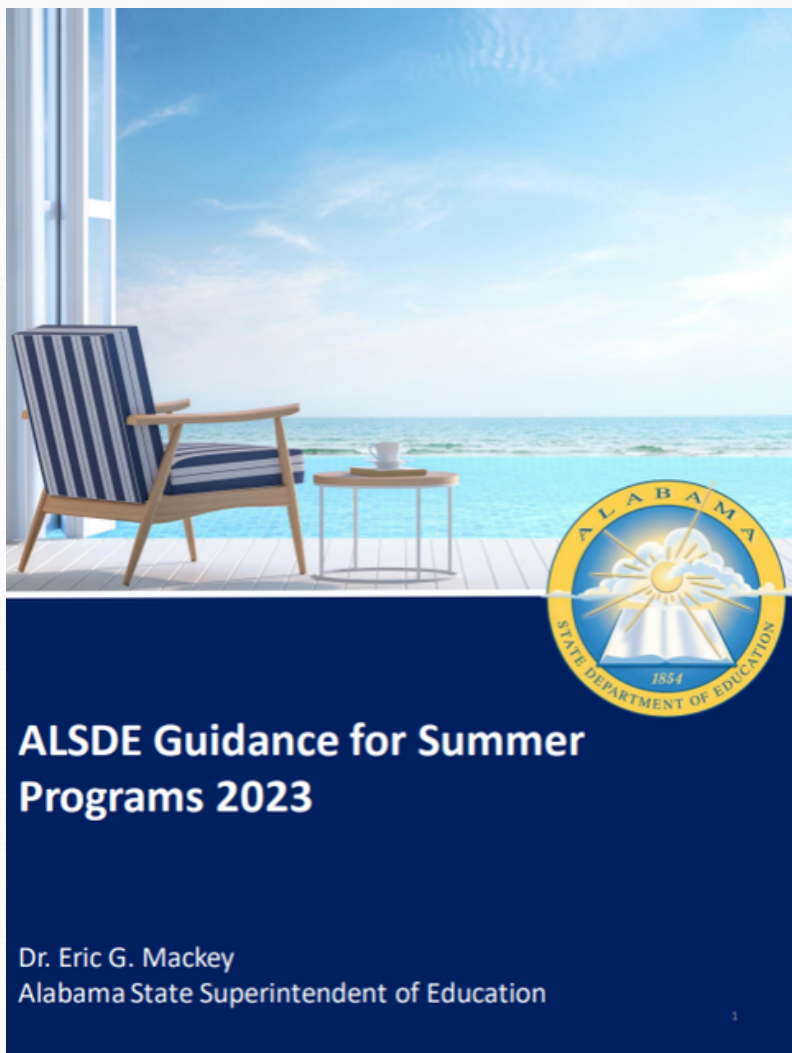
## Resources



## ***Summer Learning Guidance***

To streamline summer programming in the elementary grades, the ARI, the Office of Math Improvement (OMI), and other Alabama State Department of Education (ALSDE) sections work together to provide ALSDE Guidance for Summer Programs that includes requirements for summer programs and provides recommendations and resources based on research about successful summer learning.

Click the image to view document:



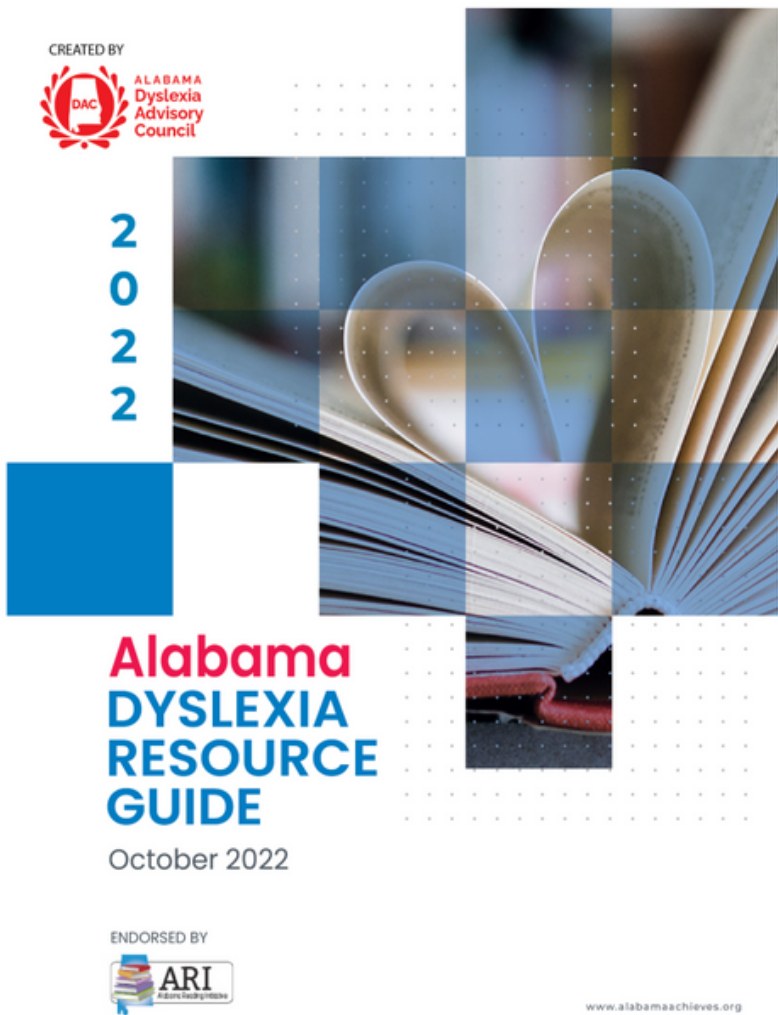
# Resources



# Alabama Dyslexia Resource Guide

This guide provides resources and information to help educators and parents make informed decisions concerning students/children with characteristics of dyslexia. Revised October 2022.

Click the image to view document:



## Resources





Family and Community Resources

FAMILY & COMMUNITY  
SUPPORT RESOURCES

Oral Language



SCAN ME

Phonological Awareness



SCAN ME

Phonics



SCAN ME

Fluency



SCAN ME

Comprehension



SCAN ME

Writing



SCAN ME



FAMILIA Y COMUNIDAD  
RECURSOS DE APOYO

Lenguaje oral



SCAN ME

Conciencia fonológica



SCAN ME

Fonética



SCAN ME

Fluidez



SCAN ME

Comprensión



SCAN ME

Escritura



SCAN ME



Resources



Family and Community Resources

MY CHILD CAN  
BOOKLETS

Kindergarten First Grade Second Grade

SCAN ME SCAN ME SCAN ME

Third Grade

SCAN ME

ARI



MI HIJO PUEDE  
FOLLETOS

Jardín de infancia Primer grado Segundo grado

SCAN ME SCAN ME SCAN ME

Tercer grado

SCAN ME

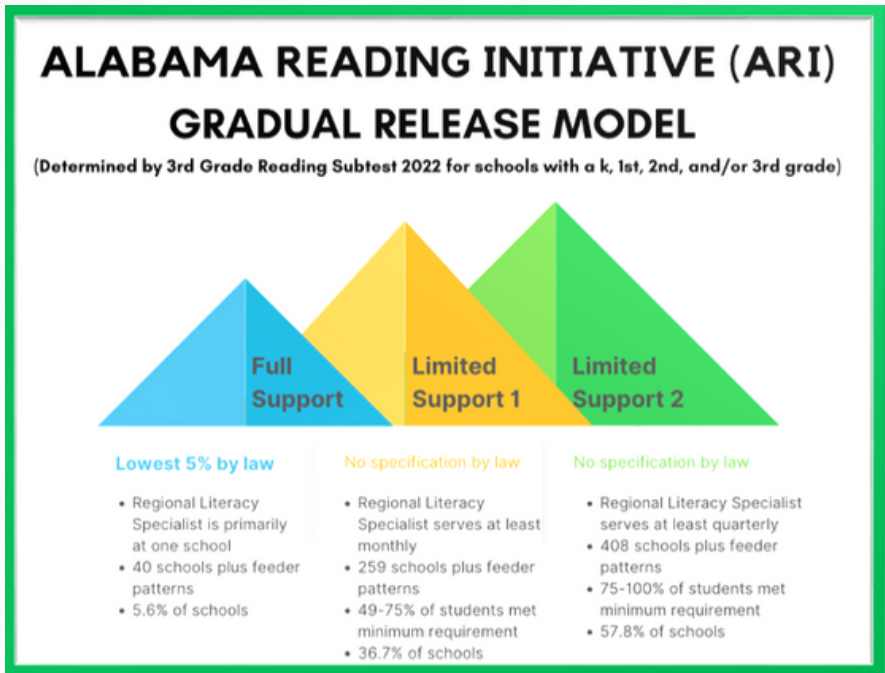
ARI

# Action: Differentiated School Supports

Regional support to schools is differentiated based on data from the 3rd grade Alabama Comprehensive Assessment Plan (ACAP) Reading Subtest.

Regional Specialists partner with districts, schools, and local reading specialists to support data analysis, the development of school-wide literacy goals, strategic planning for student-centered coaching, and professional development.

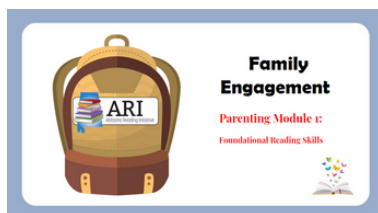
Regional Specialists partner with districts to monitor the reading progress of all students a minimum of three times per year and make recommendations for adjustment of instruction according to student specific needs.





## Action: Family and Community Outreach

Family and community engagement plays a major role in a student's success. The ARI partners with LEAs to provide resources, activities, and training so that families can support students in becoming skilled readers.



## Action: Institutes of Higher Education Partnership



The Path Forward utilizes a cohort model to support states in their efforts to transform teacher preparation and teacher licensure programs to include the science of reading. Through virtual convenings and targeted coaching support, state teams establish an understanding of their current state context and work towards the development of a comprehensive action plan to embed the science of reading in teacher preparation.



The Higher Education Task Force (HETF) is a group of professors and deans who are paired with The Path Forward to collaborate and strengthen support for higher education and the implementation of the Science of Reading in Alabama's teacher preparation programs.

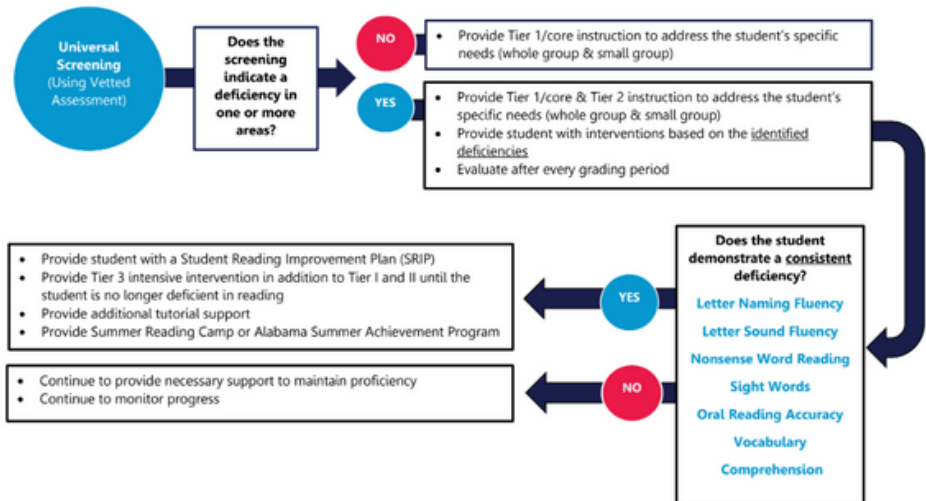
# Action Plan





# Alabama Literacy Act Student Supports & Services

## Student Support Flow Chart



# Alabama Literacy Act Student Supports & Services

## Student Support Flow Chart

<b>Intervention Program Requirements</b> (page 13, 14):	<ul style="list-style-type: none"> <li>• "Dyslexia specific intervention, as defined by rule of the State Board of Education, shall be provided to students who have the characteristics of dyslexia and all struggling readers."</li> <li>• "The reading intervention program shall do all of the following:           <ul style="list-style-type: none"> <li>◦ Provide explicit, direct instruction that is systematic, sequential, and cumulative in language development, phonological awareness, phonics, fluency, vocabulary, and comprehension, as applicable.</li> <li>◦ Provide daily targeted small group reading interventions based on student need in phonological awareness, phonics including decoding and encoding, sight words, vocabulary, or comprehension.</li> <li>◦ Be implemented during regular school hours."</li> </ul> </li> </ul>
<b>Parent Notification of Consistent Deficiency</b> (page 14-15)  <small>Sample available in the Alabama Literacy Act Implementation Guide on page 50</small>	<ul style="list-style-type: none"> <li>• In writing no later than 15 school days after the identification, including:           <ul style="list-style-type: none"> <li>◦ A statement of identification of deficiency in reading or exhibits the characteristics of dyslexia</li> <li>◦ State that a reading improvement plan shall be developed by the teacher, principal, other pertinent school personnel, and the parent or legal guardian.</li> <li>◦ Describe <u>current services</u> provided to the student.</li> <li>◦ Describe <u>proposed evidence-based reading interventions and supplemental instructional services and supports</u></li> <li>◦ Notify them of future <u>monthly</u> progress updates</li> <li>◦ Provide <u>strategies and resources</u> for use at home to help the student succeed in reading.</li> <li>◦ Provide statements involving promotion paths (good cause exemption, supplemental assessment, portfolio)</li> </ul> </li> </ul>
<b>Student Reading Improvement Plan (SRIP) Requirements</b> (page 16)  <small>Sample available in the Alabama Literacy Act Implementation Guide on page 55-56 or SRIP within PST Process</small>	<ul style="list-style-type: none"> <li>• Any K-3 student who exhibits a reading deficiency at any time, as provided in subsection (b), shall receive an individual reading improvement plan no later than 30 days after the identification of the reading deficiency.           <ul style="list-style-type: none"> <li>◦ Created by the teacher, principal, other pertinent school personnel, and the parent or legal guardian</li> <li>◦ Describe the evidence-based reading intervention services, including dyslexia specific intervention services, that the student shall receive to improve the reading deficit.</li> <li>◦ <b>Note that a SRIP plan may be embedded in another existing plan if it describes the required components.</b></li> </ul> </li> </ul>
<b>Summer Reading Camp and Alabama Summer Achievement Program (ASAP) Requirements</b> (page 16-17)  <small>Section VII of the Alabama Literacy Act Implementation Guide offers additional guidance and support for Summer Reading Camps &amp; ASAP (pp. 83-90, 131-132)</small>	<ul style="list-style-type: none"> <li>• Staffed with highly effective teachers of reading as demonstrated by student reading performance data, completion of multisensory structured language education, and teacher performance evaluations.</li> <li>• Provide direct, explicit, and systematic reading intervention services and supports toward identified deficiency.</li> <li>• 70 hours of time in scientifically based reading instruction and intervention.</li> <li>• Approved reading assessment at the beginning and end of summer reading camp to measure student progress.</li> <li>• Alabama Summer Achievement Programs have additional requirements.</li> </ul>

# Action Plan





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*Click the links above to  
follow us on social media.*



*Every child. Every chance. Every day.*