

The Alabama Reading Initiative

Guide to 2023-2024 Comprehensive Memo

This PowerPoint is intended to support districts with presentations to various stakeholder groups. Feel free to utilize any of the slides to support your professional learning opportunities.

Please note the script in the notes section of the PowerPoint for more details.

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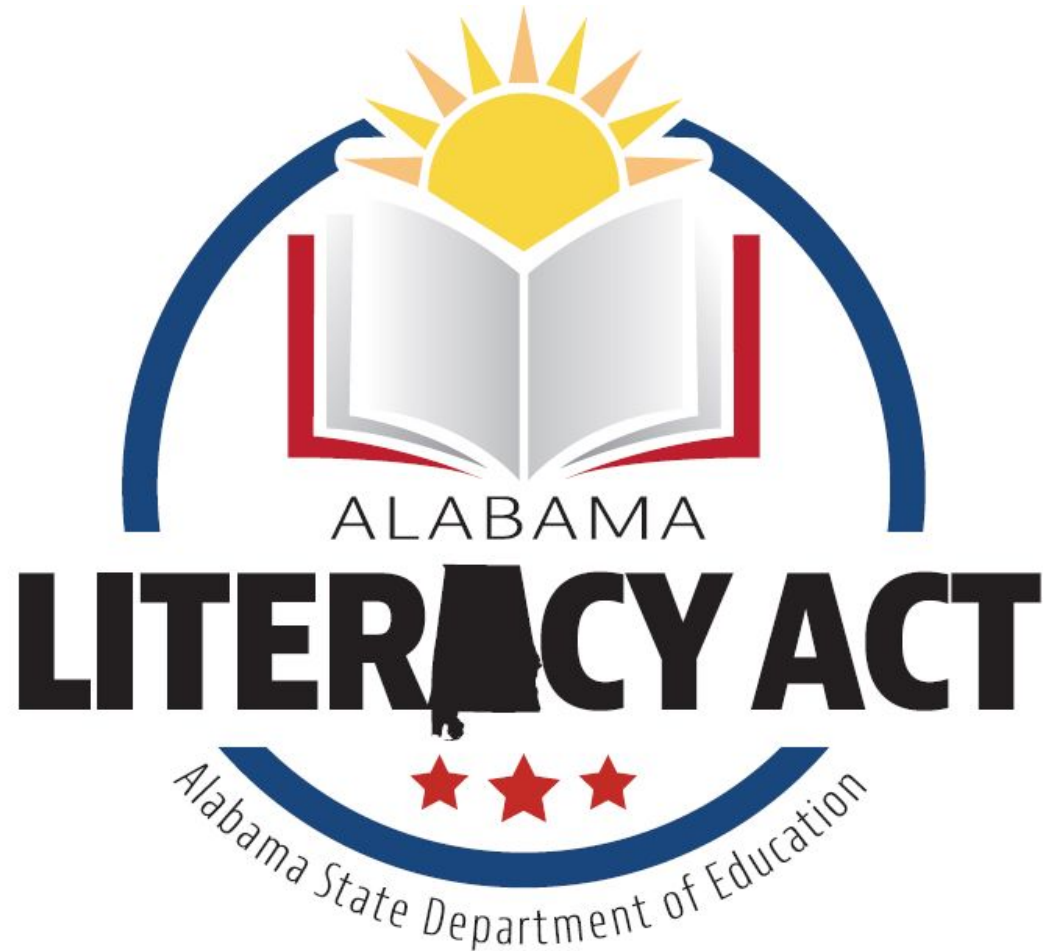
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Annual LEA Reporting Requirements



- Unified Insights within our PowerSchool Student Information System will be used as an ongoing method for a more seamless reporting process.
- Requirements will gradually cycle into the platform. Examples of these include:
 - Early Years Assessment Data merge
 - ACAP data (received directly from DRC)
 - Alabama Literacy Act page in PowerSchool (Memo: [Alabama Literacy Act \(ALA\) Reporting Inside PowerSchool](#)) for
 - Dyslexia
 - Interventions
 - Summer Reading Camp
 - Promotion/Retention
 - 2022-2023 information must be complete by September 15, 2023
 - Summer Reading Camp Planning and Reporting for Summer 2023 is due now. Be sure you have reported your summer data.

2023-2024 LEA Local Reading Specialist (LRS)

- MOU/MOA: The ARI Contact will receive a DocuSign for each eligible school within the district. (multiple DocuSigns may be necessary for larger districts). Each local reading specialist will sign the DocuSign, as well as the ARI Contact, Principal; Chief School Financial Officer, and Superintendent.
- \$80,000 for each school with any combination of kindergarten, first, second, or third grade students if the MOU/MOA is agreed to and signed by all parties.
- Each school must have one designated local reading specialist dedicated full-time to the role in only one school.
- Alabama Public Schools including virtual and public charter schools are eligible to receive an allocation for a local reading specialist by agreeing to the same requirements.



<u>Allocation Breakdown</u>	<u>Amount</u>
Allocation per Local Reading Specialist (LRS)	\$ 80,000



2023-2024 LEA Local Reading Specialist (LRS)

c. Modeling detailed feedback.

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MINIMUM QUALIFICATIONS: An A qualifications:

- The required Alabama Professio
- A bachelor's degree and advance as multisensory language instruc Board of Education.
- A minimum of two years of exper
- A knowledge of scientifically bas intervention, dyslexia specific int
- A strong knowledge base in the
- Excellent communication skills w

DUTIES AND RESPONSIBILITIES: T of third grade, the job of the ARI-fur include the following as evidenced b

- Collaborating with the principal of reading instruction according early reading assessment system
- Facilitating school wide professio practice.

Your signature a following:

- We agree to Initiative regi
- We agree ea **implementi** close, and all
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ALABAMA READING INITIATIVE LOCAL READING SPECIALIST JOB DESCRIPTION & MEMORANDUM OF UNDERSTANDING/ALLOCATION (MOU/MOA) 2023-2024 School Year

This document will be used as notification of the ARI local reading specialist for each school in a district to determine funding allocations and agreement to uphold the parameters outlined. If the ARI local reading specialist no longer serves the position after the completion of this document, the district should notify their Regional Literacy Leadership Specialist of a replacement or that the position is not filled. If the position remains unfilled, the quarterly allocation may be withheld. A local reading specialist may serve only one school in this role for the district to receive an allocation.

District Name:			
Total Number of Schools with any configuration of K, 1, 2, or 3: _____			
Name	Role	Email	Signature of Agreement
3	LEA Superintendent		
2	LEA CSFO		
1	District Representative for the ARI <i>(Often a Curriculum Director)</i> District LEA Dyslexia Contact <i>(Often the same as above)</i>		

School #1 Name:

List Your School's Grade Configuration:

Name	Role	Email	Signature of Agreement
	School Principal		
	Local Reading Specialist		

School #2 Name:

List Your School's Grade Configuration:

Name	Role	Email	Signature of Agreement
	School Principal		
	Local Reading Specialist		

School #3 Name:

List Your School's Grade Configuration:

Name	Role	Email	Signature of Agreement
	School Principal		
	Local Reading Specialist		

School #4 Name:

List Your School's Grade Configuration:

Name	Role	Email	Signature of Agreement
	School Principal		
	Local Reading Specialist		

School #5 Name:

List Your School's Grade Configuration:

Name	Role	Email	Signature of Agreement
	School Principal		
	Local Reading Specialist		

ALABAMA READING INITIATIVE LOCAL READING SPECIALIST JOB DESCRIPTION & MEMORANDUM OF UNDERSTANDING/ALLOCATION (MOU/MOA) 2023-2024 School Year

The ARI Contact will receive a DocuSign for each eligible school within the district. (multiple DocuSigns may be necessary for larger districts).



2023-2024 LEA Local Reading Specialist (LRS)

The signatures indicate your commitment to the Alabama Literacy Act as outlined in the following pages.

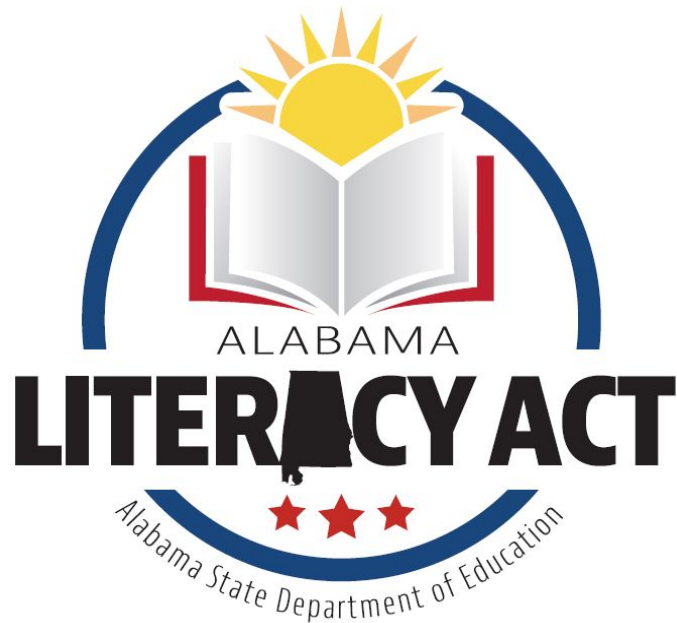
STATEMENTS OF AGREEMENT	
Your signature at the beginning of the document indicates your agreement to support and fulfill the following:	
<ol style="list-style-type: none">We agree to follow the <u>Alabama Literacy Act</u> with support and guidance from the Alabama Reading Initiative regional specialists and companion documents provided for its implementation.We agree each <u>ARI-funded local reading specialist is assigned to one school</u> to support teachers in implementing the <u>SCIENCE OF READING</u> so that student proficiency increases, the achievement gaps close, and all students are reading at or above grade level by the end of the third grade.We agree each <u>ARI-funded local reading specialist supports teachers in the implementation of the SCIENCE OF READING</u> by ensuring that literacy instruction is <u>explicit and systematic</u>, (including daily teaching routines with extensive opportunities for supported practice, error correction, and feedback), that curricular resources are aligned with a clear scope and sequence for foundational reading skills, and that multisensory and small-group instruction occurs at all tiers of instruction.We agree <u>school leaders will clarify the school's assigned level of support</u> for their faculties and the local reading specialists, as well as the ARI's support structure per the <u>Alabama Literacy Act</u>.We agree the <u>ARI regional specialists support</u> schools within the LEA according to the frequencies specified in the <u>Alabama Literacy Act</u> for each level of support (F5=daily/weekly on-site, L51=monthly, L52=quarterly).We agree the <u>ARI regional specialists collaborate with LEA and school leaders, local reading specialists, and teachers to monitor</u> teacher quality and student data at least three times per year. This will include data collection, analysis, and use in instructional decision making.We agree the <u>ARI regional specialists collaborate with LEA and school leaders, local reading specialists, and teachers in adjusting instruction</u> to ensure student reading proficiency increases and students are reading at or above grade level by the end of third grade.We agree the <u>ARI regional specialists, LEA and school leaders, and local reading specialists function as a Problem-Solving Team (PST) that meet at specified intervals</u> throughout the year to collect, analyze, and report student data per the <u>Alabama Literacy Act</u>.We have <u>reviewed the ARI LOCAL READING SPECIALIST JOB DESCRIPTION</u> outlined in this document and the law and agree to adhere to it.	

10. We have <u>reviewed Alabama's Journey to Reading Success Program and Process Outcomes</u> stated below. We understand that these should already be in place to support the work.	
EVALUATION AND SUPPORT: Alabama Reading Initiative (ARI) local reading specialists will be evaluated according to quantitative and qualitative data measures. Summative and formative student assessment data, surveys, and site visit reports will be used in determining local reading specialists' effectiveness and that of the overall program and process effectiveness. This includes results based coaching cycles and weekly schedules of planning. Support for local reading specialists will be provided by ARI regional literacy specialists according to specifications outlined in the <u>Alabama Literacy Act 2019-523</u> .	
ROLE OF THE LOCAL READING SPECIALIST: Per the <u>Alabama Literacy Act</u> , " <u>An Alabama Reading Initiative local reading specialist shall be assigned to provide intensive, targeted professional development for elementary school teachers at one school.</u> " ARI local reading specialists may not perform administrative functions such as serving as an evaluator, substitute teacher, assessment coordinator, or school administrators, full-time interventionist, or instructional coach above third grade. The state superintendent of education will certify that each local reading specialist has the qualifications to serve in this capacity based on verification by the local superintendent.	
ALLOCATION: Each Local Education Agency (LEA) is to ensure that <u>each school</u> with any configuration of kindergarten, first grade, second grade, or third grade has designated a local reading specialist. For example: If system a has a kindergarten school and a first grade through third-grade school (two schools total), that system would receive two full allocations for two local reading specialists. Allocations for local reading specialists will be sent quarterly for schools that can verify a local reading specialist committed to the ARI LOCAL READING SPECIALIST JOB DESCRIPTION. Schools without a verified local reading specialist will not receive their quarterly allocation.	
Allocation Breakdown	Amount
Allocation per Local Reading Specialist (LRS)	\$80,000
MINIMUM QUALIFICATIONS: An ARI local reading specialist shall have all the following minimum qualifications: <ol style="list-style-type: none">The required Alabama Professional Educator Certificate.A bachelor's degree and advanced coursework or professional development in the science of reading, such as multisensory language instruction, or comparable alternative training approved by the Alabama State Board of Education.A minimum of two years of experience as a successful elementary or literacy teacher.A knowledge of scientifically based reading research, special expertise in quality reading instruction and intervention, dyslexia specific interventions, and data analysis.A strong knowledge base in the science of learning to read and the science of early childhood education.Excellent communication skills with outstanding presentation, interpersonal, and time management skills.	
DUTIES AND RESPONSIBILITIES: To ensure that all students are reading on or above grade level by the end of third grade, the job of the ARI-funded local reading specialist(s) outlined in the <u>Alabama Literacy Act</u> will include the following as evidenced by student reading achievement and growth: <ol style="list-style-type: none">Collaborating with the principal to create a strategic plan for coaching to support and measure the impact of reading instruction according to the science of reading, school baseline data, and data from approved early reading assessment systems.Facilitating school wide professional development and monitoring and measuring the impact of transfer to practice.	

<ol style="list-style-type: none">Modeling effective science of reading instruction for teachers that is explicit, systematic, inclusive of detailed explanations and more extensive opportunities for guided practice, error correction, and feedback.Coaching and mentoring teachers daily via planned coaching cycles based on data and gradually releasing responsibility to teachers.Facilitating data analysis discussions and supporting teachers by using data to differentiate instruction according to the needs of students by adhering to the framework of tiered instruction.Fostering multiple areas of teacher professional learning, including exceptional student education and content area knowledge, and adjusting based on data.Prioritizing time for those teachers, activities, and roles that will give the greatest impact on student reading achievement, such as coaching and mentoring in classrooms, as evidenced by coaching logs, student impact data, and site visit data.Monitoring the reading progress of all students a minimum of three times per year and making recommendations for the adjustment of instruction according to student specific needs identified from multiple data points and aligned with the science of reading as specified in the strategic plan for coaching.
ALABAMA'S JOURNEY TO READING SUCCESS PROGRAM AND PROCESS OUTCOMES: <i>For the 2023-2024 school year, schools should have in place the following outcomes listed below:</i>
Collaborative Leadership: <ul style="list-style-type: none">Increased administrator, local reading specialist, and teacher collaboration as evidenced by the facilitation of collaborative planning and reflection resulting in a more collaborative school culture.Increased evidence of results-driven, collaborative planning time to impact student achievement and teacher growth.Evidence of teacher growth and leadership in instructional capacity (planning, data informed decision making).
Assessment: <ul style="list-style-type: none">Increased student proficiency according to state and district summative and formative measures with emphasis on closing achievement gaps and ensuring students are reading at or above grade level by the end of third grade.Emphasis on closing achievement gaps and ensuring students are reading at or above grade level by the end of third grade.Decreased student retentions.
Professional Learning: <ul style="list-style-type: none">Increased job-embedded and collaborative professional learning opportunities for individual teachers, or groups of teachers, to create building-based learning communities such as grade level and/or problem-solving teams (PSTs).Evidence of serving in multiple coaching roles-classroom support, instructional specialist, data coach, and adult learning facilitator-to support coaching throughout the school building.Participation Coaching Community (local reading specialists) and Strong Leader Strong Reader (principals) to support ongoing growth and building school capacity.Increased instructional capacity among all educators as evidenced through coaching cycles and peer coaching at the building level and increased job-embedded professional learning in the science of reading for all student support staff (interventionists, auxiliary teachers, paraprofessionals, etc.).Evidence of levels of implementation of the coaching cycle resulting in increased student achievement and teacher growth.
Instruction and Intervention: <ul style="list-style-type: none">Implementing evidence-based instruction and intervention according to the science of reading, monitoring all tiers of instruction, and making recommendations for adjustments based on quantitative and qualitative data sources.Increased instructional capacity of all educators in meeting the needs of students in all tiers of instruction.



2023-2024 LEA Local Reading Specialist (LRS)



Quarterly Monitoring of ALA

Page 11 of the ALA states, "The State Superintendent of Education and local education agencies shall monitor the implementation and effectiveness of the Alabama Reading Initiative regional literacy specialist and local reading specialist model, and the State Superintendent of Education and each local education agency being served by a regional literacy specialist or a local reading specialist shall maintain communication among the district, school administration, and the Alabama Reading Initiative state administration staff throughout the academic year."

Regional Literacy Leadership Specialists and Regional Literacy Specialists will collect information from regular professional learning opportunities to demonstrate your level of implementation as it pertains to various elements of the *Alabama Literacy Act*. This will be job-embedded and not a separate part of your work, with the exception of the Summer Reading Camp submission. The goal is to provide support for higher levels of implementation, and to collect models that can be shared with others. More information will be shared with principals during the first Strong Leader, Strong Reader session.



2023-2024 LEA Local Reading Specialist (LRS)

Local Reading Specialist (LRS) Monitoring Requirements

1. Submit coaching schedules weekly.
2. Serve in coaching cycles at least 60% of the time.
3. Document coaching cycles utilizing the Results-Based Coaching Tool a minimum of 4 per semester for LRS in year 2 or beyond. Document coaching cycles utilizing the Results-Based Coaching Tool a minimum of 2 per semester for LRS in year 1.
4. Attendance in all coaching communities is required.

Joyce and Showers Research

TRAINING COMPONENTS	OUTCOMES Percent of Training Participants		
	Demonstrate Knowledge	Demonstrate New Skills	Use New Skills in Classroom
Theory and Discussion	10%	5%	0%
+ Demonstration in Training	30%	20%	0%
+ Practice & Feedback in Training	60%	60%	5%
+ Coaching in Classroom	95%	95%	95%

According to research by Joyce and Showers (2002), when training incorporates all of the components above, 95% of training participants use the new skills in their classrooms. In contrast, 5% of training participants used the new skills in the classroom without coaching.

Coaching Communities and LRS Orientation dates have been set for 2023-2024. Please share the linked document outlining the details of the required trainings. If you have any questions, please contact Mrs. Vickie Chappelle, ARI Education Administrator, at vchappelle@alsde.edu or call the ARI Section at 334-694-4632.



2023-2024 LEA Local Reading Specialist (LRS)

Local Reading Specialists Dates for Local Reading Specialist Orientation and Coaching Communities

Required Event	Content	Dates
Local Reading Specialist Orientation (all 1 st year local reading specialists are expected to attend)	Orientation for each 1 st year local reading specialist	August 17 & 18, 2023 OR August 24 & 25, 2023
Coaching Community 1	Coaching lab experience to include components of a student-centered coaching cycle utilizing student data with a focus on Tier 1 instruction	Week of September 18-22, 2023
Coaching Community 2		Week of November 13-17, 2023, OR November 27 – 30, 2023
Coaching Community 3		Week of January 22 – 25, 2024, OR January 29 – 31, 2024
Coaching Community 4		Week of March 4-8, 2024, OR March 11-15, 2024



2023-2024 LEA Principal Meetings Leading to the Support of LRSs

“STRONG LEADER, STRONG READER” PRINCIPAL DEVELOPMENT SESSION DATES

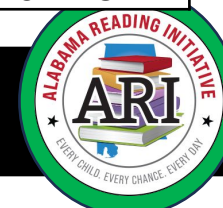
Each building level principal serving any combination of kindergarten through third grade is expected to attend these quarterly meetings, which are face-to-face.

Required Event	Content	Dates
Strong Leader, Strong Reader Principal Session #1	<p>Overview of:</p> <ul style="list-style-type: none">• Coaching Community content through the lens of a school administrator• Expectations for expanded implementation of the <i>Alabama Literacy Act</i>• Multiple pieces of data• Elements that support ongoing literacy development and structures for success	September 25-28, 2023, OR October 2-6, 2023
Strong Leader, Strong Reader Principal Session #2		December 4-8, 2023
Strong Leader, Strong Reader Principal Session #3		February 5-9, 2024
Strong Leader, Strong Reader Principal Session #4		March 11-15, 2024, OR March 18-22, 2024, OR March 25-27, 2024



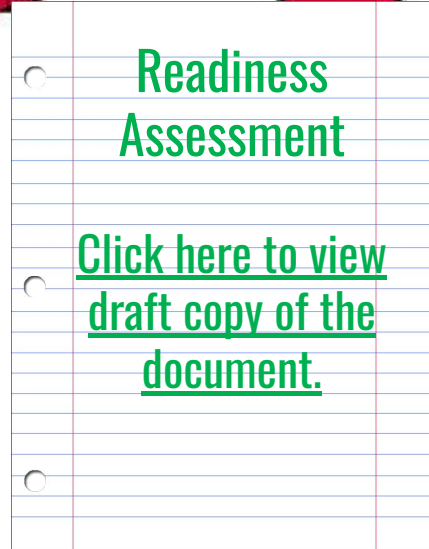
2023-2024 Assessment Windows

Name of Assessment	Administration Window	Grades and Information	
First Grade Readiness Assessment	Prior to entering school	Students entering first grade with no kindergarten experience (public or private) or who may be retained	
AlaKiDs	8/1/23-9/14/23 <i>(Flexibility to complete by 10/02/23)</i>	Kindergarten students scoring 4.0 or below on the WIDA Screener for kindergarten are exempt.	
Early Years Assessments BOY	8/1/23 - 10/2/23	Grades K-3 Reading	Grades K-5 Math
Early Numeracy Screener #1	8/1/23 - 10/31/23		Kindergarten Math
Early Numeracy Screener #1	10/2/23 - 12/22/23		Grades 1-2 Math
Fractional Reasoning Screener #1	10/2/23 - 12/22/23		Grades 4-5 Math
Early Years Assessments MOY	11/1/23 - 2/2/24	Grades K-3 Reading	Grades K-5 Math
Early Numeracy Screener #2	1/1/24 - 3/1/24		Grades K-2 Math
Fractional Reasoning Screener #2	1/1/24 - 3/1/24		Grades 4-5 Math
Early Years Assessments EOY	3/1/24 - 5/30/24	Grades K-3 Reading	Grades K-5 Math
ACAP Alternate	3/4/24 - 4/5/24	Grades 2-8	
ACAP Summative	3/18/24 - 4/26/24	Grades 2-8 : Districts are required to test all second and third grade students on the ACAP Summative English Language Arts assessment during the first four weeks of the ACAP Summative Testing Window (March 18 – April 12, 2024).	
Dyslexia Diagnostic	As indicated	Grades K-3 Reading	
Math Diagnostics (including dyscalculia)	As indicated		Grades K-5 Math
Summer Programs Assessments	5/15/24 - 7/31/24	Grades K-3 Reading	Grades 4-5 Math* *Required by ANA Recommended for K-3



2023-2024 Early Years Assessment

First Grade Readiness



A First Grade Readiness Assessment was approved by the state board of education and placed in code in the spring of 2023. This indicates that students who did not participate in kindergarten (public or private) will have an assessment, determined by the LEA, to assess students' readiness for the first grade. This may also be used for students who completed kindergarten if there is concern of their readiness.

Various stakeholder groups gathered in the spring of 2023 to develop a draft of an assessment that **MAY** be used by districts or altered to fit the district's needs.

Click to the left for the draft document. Feedback and suggestions for revisions can be emailed to misty.wilson@alsde.edu.



You may download THIS sample and alter to fit the needs of your district.

2023-2024 Early Years Assessment Administration Vendors

LEAs received the memorandum [FY22-2056 Early Years Reading and Math Assessments](#) on June 14, 2023, outlining the recommendations for assessment programs. Approved reading vendors for 2023-2024 school year include the following:



aimswebPlus by Pearson Assessments

mClass Alabama Edition by Amplify

ISIP by Istation

STAR Early Literacy and STAR Reading by Renaissance

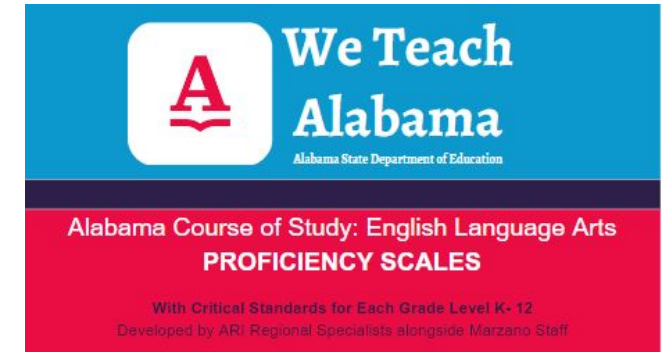
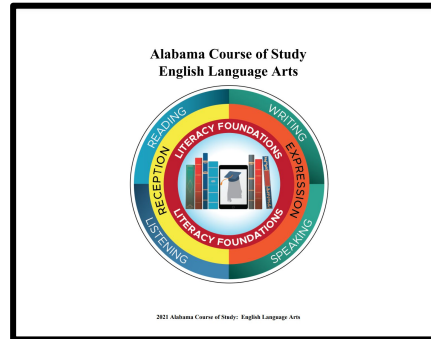
iReady Assessment by Curriculum Associates

MAP by NWEA

2021 Alabama Course of Study: English Language Arts

As we studied school data from the ACAP Reading Summative Assessment, we noticed a trend from districts that had fully implemented the 2021 Alabama Course of Study: English Language Arts. These schools demonstrated a higher sufficiency rate on each standard, than those that had not. This trend was evident in both brick and mortar and virtual schools. Teachers who study the standards being tested and utilize the resources to support their instruction will see a greater outcome from the students they teach. Resources that will support teachers as they plan for each standard include:

- [2021 Alabama Course of Study: English Language Arts](#)
- [Marzano ELA Proficiency Scales](#)
- [ACAP Assessment and Instructional Resources](#)



NAEP NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
Did You Know?

ALABAMA Achieves ALABAMA STATE DEPARTMENT OF EDUCATION
Every child. Every chance. Every day.

Did you know 2023-2024 is a year for administration of the National Assessment of Educational Progress (NAEP)?

ALABAMA Achieves ALABAMA STATE DEPARTMENT OF EDUCATION
Every child. Every chance. Every day.

•Did you know NAEP gives assessments to a representative sampling of children across each state.

ALABAMA Achieves ALABAMA STATE DEPARTMENT OF EDUCATION
Every child. Every chance. Every day.

•Did you know NAEP is often referred to as the Nation's Report Card?

ALABAMA Achieves ALABAMA STATE DEPARTMENT OF EDUCATION
Every child. Every chance. Every day.

During the last administration, Alabama made its mark!

ALABAMA Achieves ALABAMA STATE DEPARTMENT OF EDUCATION
Every child. Every chance. Every day.

NAEP NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
Alabama was the only state where 4th graders improved in NAEP math performance.

ALABAMA Achieves ALABAMA STATE DEPARTMENT OF EDUCATION
Every child. Every chance. Every day.

NAEP NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Alabama is the **only state** that showed improvement in 4th grade NAEP reading and math.

ALABAMA Achieves ALABAMA STATE DEPARTMENT OF EDUCATION *Every child. Every chance. Every day.*

NAEP NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Alabama was **one of only five** states to see improvement in Grade 4 reading. Only Louisiana had a higher gain in 4th-grade reading.

ALABAMA Achieves ALABAMA STATE DEPARTMENT OF EDUCATION *Every child. Every chance. Every day.*

NAEP NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Alabama was **one of only five** states to see improvement in Grade 4 reading. Only Louisiana had a higher gain in 4th-grade reading.

ALABAMA Achieves ALABAMA STATE DEPARTMENT OF EDUCATION *Every child. Every chance. Every day.*

NAEP NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Alabama schools were **among the top** in the country for learning gains among Black and Hispanic students.

ALABAMA Achieves ALABAMA STATE DEPARTMENT OF EDUCATION *Every child. Every chance. Every day.*

NAEP NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Significantly different at $p < .05$ from 2003. Significant scores were performed using conventional methods.

Year	Non-Hispanic	Hispanic
03	211	201
05	215	205
07	218	208
09	220	210
11	222	212
13	223	213
15	224	214
17	225	215
19	226	216
21	227	217

ALABAMA Achieves ALABAMA STATE DEPARTMENT OF EDUCATION *Every child. Every chance. Every day.*

NAEP NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

•Did you know for the first time in Alabama history, the 2021 Alabama Course of Study: English Language Arts is aligned to NAEP standards?

ALABAMA Achieves ALABAMA STATE DEPARTMENT OF EDUCATION *Every child. Every chance. Every day.*

*Do you know if your
school has been selected
to give the NAEP this
school year?*

*Your central office
should have been
notified.*

Third Grade Portfolio Requirements as a Result of ACAP Reading Summative Assessment

As a reminder, all third-grade students who did not meet the cut score on the 2nd Grade ACAP Reading Summative Assessment are REQUIRED to have a portfolio started demonstrating their achievement toward mastery status in the ten essential standards outlined by the Literacy Task Force.

MEMO: Alabama Literacy Act Portfolio Updates for 2022-2023. Please note that the requirements have not changed since the development of this memorandum, however, the Unified Insight Tool is in development to make documenting the information more succinct.

- Based on our study of the portfolio process over the past two years, we recommend that a portfolio be started for ALL third graders. This allows for standards-based data collection to be embedded into the daily instruction for all students. Additionally, it provides an “insurance policy” of documentation in the event there are third graders who do not show a path to promotion through the ACAP Reading Summative Assessment in the Spring of 2024, the ACAP Reading Supplemental Assessment in the Summer of 2024, if the student does not attend the administration of the ACAP Reading Supplemental Assessment or does not have another path to promotion.
- Spring 2024 will be the first year that students will be required to show a path to promotion, and some students will be retained in third grade as a result of not demonstrating one of the four paths to promotion.

Before and/or Afterschool Tutoring

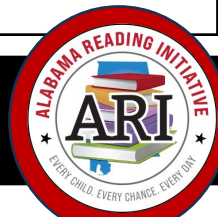
As a reminder, before and/or afterschool tutoring should be set up for third grade students with a reading deficiency per the *Alabama Literacy Act*. This includes incoming third grade students who have not had previous support (such as a student transferring from out of state). The document below indicates when tutoring or tutorial support is cited in the *Alabama Literacy Act* and the Alabama Implementation Guide. Additional information about tutoring can be found in the link below.

[Tutoring & the ALA.docx](#)

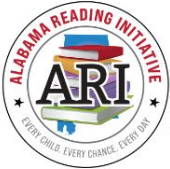


LEA Resources and Funding

Funding and/or Resource	Allocation
Local Reading Specialist Allocation (for each that meets the requirement)	\$80,000 per Local Reading Specialist Fund Source 1230
Summer Reading Camp Funding	Funding from ESSER allocation continues; NO ADDITIONAL FUNDS ANTICIPATED FOR SUMMER 2024
Regional Literacy Specialist (RLS) to support the Local Reading Specialist	Each K-3 school Fund Source 1228
Regional Literacy Leadership Specialist (RLLS) to support the Principal and District Leadership	Each K-3 school plus the district Fund Source 1228
Early Years Screeners	\$6 per child in K, 1, 2, and 3 (see memo on early years assessments for more comprehensive information) Fund Source 1262 -044- Early Childhood Classroom Assessment
Stipends: Certified Academic Language Therapists (CALT) each receive \$5000 and Participants who achieve Mastery Status in LETRS receive \$1000	\$6000 per CALT anticipated (Fund Source: 1133) and \$1200 per LETRS Participant (Fund Source: 4308) (Excess funding is to cover employer benefit costs associated with the supplement)
Coaching books to support Local Reading Specialist work	Provided to the Local Reading Specialist by the Regional Literacy Specialist



Professional Learning Opportunities



Alabama LETRS®: Calendar of Sessions 2023-2024

The following calendar has been created to help you think through your LETRS journey. Multiple sessions will be offered throughout each window. **It is imperative that you attend the sessions in order.**

For questions about LETRS & Admin, email: alabamaletrs@alsde.edu. Early Childhood, email: ece.letrs@ece.alabama.gov

Window	Dates	*Units 1-4 YR 1 **Units 5-8 YR 2	Course Offered
1	8/14/23- 10/13/23 (PowerSchool Registration Begins July 10) Virtual and Regional Face-to-Face Sessions These sessions will be offered from 8:30 – 3:30 with a one-hour lunch. Limited virtual sessions will be offered after school and on Saturdays. <i>*LETRS for Admin NEW is a separate course and cannot be interchanged with the current LETRS for Admin course.</i>		LETRS KickOff #270322 LETRS 3E, *Unit 1 #283602 LETRS 3E, **Unit 5 #283603 LETRS for Admin Day 1 (Cohort 1-6 ONLY) #283604 LETRS for Admin Day 2 (Cohort 1-6 ONLY) #283607 LETRS for Admin *NEW, Day 1 (Cohort 7 ONLY) #307249 LETRS Early Childhood: Day 1 #307018
2	10/16/23-12/2/23 (PowerSchool Registration Begins September 1) Virtual and Regional Face-to-Face Sessions These sessions will be offered from 8:30 – 3:30 with a one-hour lunch. Limited virtual sessions will be offered after school and on Saturdays.		LETRS 3E, *Unit 1 #283602 LETRS 3E, *Unit 2 #283605 LETRS 3E, **Unit 6 #283606 LETRS for Admin Day 3 (Cohort 1-6 ONLY) #283611 LETRS for Admin Day 4 (Cohort 1-6 ONLY) #283614 LETRS for Admin NEW, Day 2 (Cohort 7 ONLY) #307490 LETRS Early Childhood: Day 1 #307018



Professional Learning Opportunities

3	<p>12/4/23-12/15/23 (PowerSchool Registration Begins October 27) Make-Up Window Virtual Only</p>	<p>LETRS 3E, *Unit 1 #283602 LETRS 3E, **Unit 5 #283603 LETRS 3E, * Unit 2 #283605 LETRS 3E, **Unit 6 #283606 LETRS for Admin NEW Day 1 #307249 & Day 2 #307490 (Cohort 7 ONLY) LETRS Early Childhood: Day 1 #307018</p>
4	<p>1/3/24-2/17/24 (PowerSchool Registration Begins December 4) Virtual and Regional Face-to-Face Sessions These sessions will be offered from 8:30 – 3:30 with a one-hour lunch. Limited virtual sessions will be offered after school and on Saturdays.</p>	<p>LETRS 3E, *Unit 3 #283609 LETRS 3E, **Unit 7 #283610 LETRS for Admin Day 1 (Cohort 1-6 ONLY) LETRS for Admin Day 2 (Cohort 1-6 ONLY) LETRS for Admin NEW, Day 3 (Cohort 7 ONLY) #307493 LETRS Early Childhood: Day 2</p>
5	<p>2/19/24 - 4/13/24 (PowerSchool Registration Begins January 27) Virtual and Regional Face-to-Face Sessions These sessions will be offered from 8:30 – 3:30 with a one-hour lunch. Limited virtual sessions will be offered after school and on Saturdays.</p>	<p>LETRS 3E, *Unit 4 #283612 LETRS 3E, **Unit 8 #283613 LETRS for Admin Day 3 (Cohort 1-6 ONLY) LETRS for Admin Day 4 (Cohort 1-6 ONLY) LETRS for Admin NEW Day 4 (Cohort 7 ONLY) #307495 LETRS Early Childhood: Day 2</p>



Professional Learning Opportunities

6	4/22/24-5/3/24 Units 1-4 5/6/24-5/17/24 Unit 5-8 (PowerSchool Registration Begins April 1) Make-Up Window Virtual Only	LETRS 3E, *Unit 1 #283602 LETRS 3E, *Unit 2 #283605 LETRS 3E, *Unit 3 #283609 LETRS 3E, *Unit 4 #283612 LETRS 3E, **Unit 5 #283603 LETRS 3E, **Unit 6 #283606 LETRS 3E, **Unit 7 #283610 LETRS 3E, **Unit 8 #283613 LETRS for Admin NEW Day 3 #307493 & Day 4 #307495 (Cohort 7 ONLY) LETRS Early Childhood: Day 2
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Please register using PowerSchool. You must complete **both** the check-in and check-out procedure to receive a certificate of attendance. Any issues regarding attendance certificates should be directed to Lexia Learning customer support at support@lexialearning.com. [LETRS professional learning for Alabama K-3 educators! \(lexialearning.com\)](#)

NOTE: You **must** have LETRS Credentials: Username and Password for [Learning Platform \(letrs.com\)](https://letrs.com) to attend sessions.

Updated: 7/17/2023



Professional Learning Opportunities

Previous professional learning opportunities are linked here. More opportunities from the Alabama Reading Initiative will be added this school year.

[Click here to access information concerning professional learning opportunities.](#)

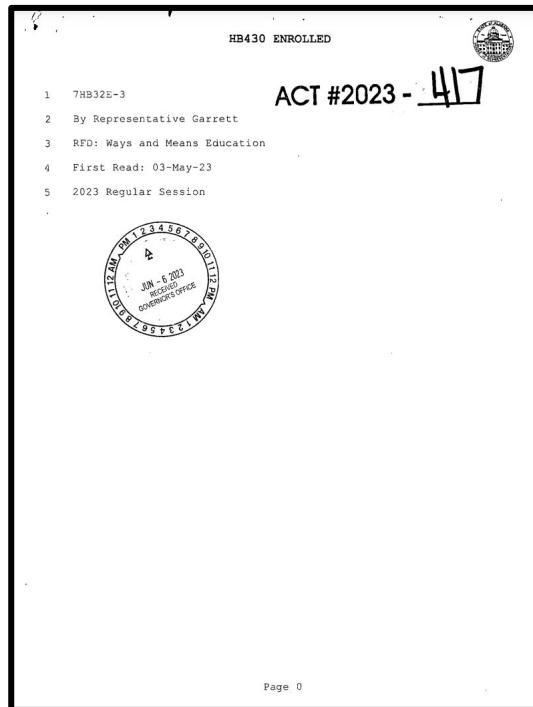


Science of Reading Professional Learning

Alabama's list of professional learning options that increase knowledge in the Science of Reading and support implementation of the *Alabama Literacy Act*.

ACT 2023-417: Revisions for the *Alabama Literacy Act*

The revisions to the *Alabama Literacy Act* are included in [ACT2023-417 Revisions of ALA 2023](#) and contain information on the following:



- Literacy Task Force appointments
- Literacy Task Force chairperson
- Grade appropriateness in future reviews of intervention and core programs
- Extension of the assessment programs used the past school year

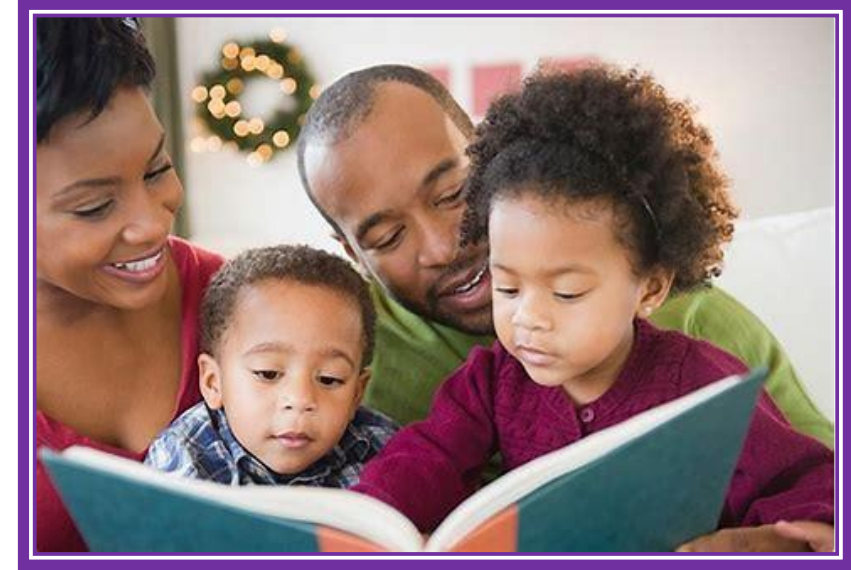
For additional questions on these items, contact your Regional Literacy Leadership Specialist.

Family and Community Support

With 2023-2024 being the first year that students are required to show one of the four paths to promotion, it is even more important to support families and communities with ways to assist students.

ARI has created Family and Community Modules to assist in this endeavor. The goal is to provide this information so that we can partner in turning around this training to families.

- We want to provide an opportunity for EVERY family to attend a training.
- This can be coupled with a service/event already scheduled or a solo event.
- Consider doing this as a DISTRICT endeavor led by your local reading specialists (with support from ARI regionals) or providing a training at each school.
- Consider inviting community agencies to support students before/afterschool so they will be equipped, as well.
- Fall is the time! Let's get every parent a chance to have this learning the first semester of school!



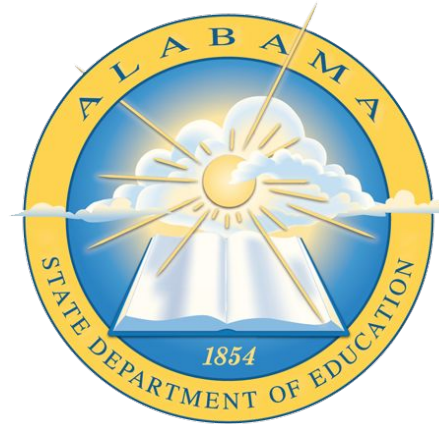
Use the QR Code or click on the box to share with us when you will be doing your training(s).

Alabama Comp



FAMILY OUTREACH INFORMATIONAL RESOURCE





How can families and guardians help?



Click for resources

ALABAMA LITERACY ACT



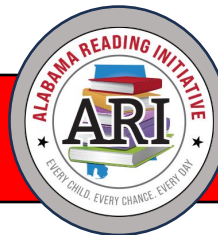
Frequently Asked Questions



FOR K-3 FAMILIES

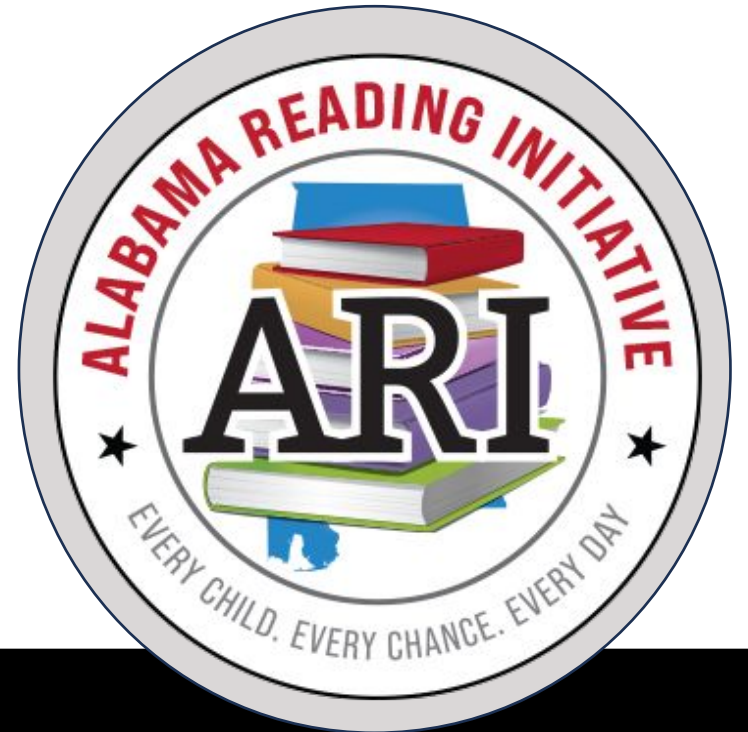
[Click here to access this printable resource.](#)

FAMILY OUTREACH INFORMATIONAL RESOURCE



Important Links

This folder contains links to all documents attached to the 2023 – 2024 Comprehensive Memo.



[LINK TO ALL ATTACHED DOCUMENTS](#)