



STATE OF ALABAMA
DEPARTMENT OF EDUCATION



Eric G. Mackey, Ed.D.
State Superintendent of Education

April 15, 2020

MEMORANDUM

TO: City and County Superintendents of Education

FROM: Eric G. Mackey 
State Superintendent of Education

RE: *Alabama Literacy Act* 2019-523 Implementation Updates

As districts continue to navigate the impact of COVID-19, the Alabama State Department of Education (ALSDE) has worked diligently to maximize support for local education agencies (LEAs) in their efforts to prioritize the health and safety of their faculty, staff, students, parents, and communities. These last few weeks have, no doubt, been challenging; however, districts have reopened through alternate instructional delivery methods, feeding services have remained constant, and additional community supports have been provided during this unprecedented time. As timelines have been extended, various ALSDE-sponsored meetings and events have been temporarily delayed or canceled while other project timelines have been readjusted to ensure that the health and safety of Alabama citizens remains at the forefront. Nonetheless, the ALSDE has continued to prepare for the implementation of the *Alabama Literacy Act* through the development of resources, supports, and other critical information as future circumstances allow educators and students to safely reconvene. While we realize some timelines may remain uncertain, the ALSDE has updated the following implementation components to assist LEAs with their ongoing planning efforts:

- **Literacy Task Force:** Upon completing its first task related to recommendations for a vetted list of assessments, the Literacy Task Force (LTF) also reorganized into two smaller subcommittees to continue its work in February 2020. One subcommittee focused on creating a vetted list of core reading and intervention resources and supplemental materials while the other subcommittee focused on teacher preparation and professional learning. Prior to the abrupt impact of COVID-19, the first subcommittee was finalizing a statewide rubric for LEAs to use when vetting current interventions. Both subcommittees remain fully committed to their work, as the situation allows for their work to continue. Mr. Mark Dixon and Mrs. Karen W. Porter will reconvene the LTF.
- **Early Reading and Math Assessment System Vendor Workshop:** Vendor presentations were made available through Friday, April 10, 2020. Follow-up questions for vendors should be submitted using the link eram@alsde.edu. Vendor responses will be posted on April 24, 2020. The deadline for districts to complete their early reading

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and early math assessment options is May 8, 2020. Submission should be made utilizing the Early Reading and Math Assessment Selections.

- **2020-2021 LEA Local Reading Specialists:** By May 1, 2020, LEAs will receive a memorandum from the ALSDE outlining updated roles and responsibilities directly from the *Alabama Literacy Act*, as well as other components aligned to effective coaching framework research. Staff from ARI and AMSTI are working collaboratively to develop a comprehensive “state coaching framework” for local and regional “coaches” that provides both qualitative and quantitative measures to be collected through a multi-year rollout, including student growth in Year 2.
- **The *Alabama Literacy Act* Implementation Guide:** *Alabama’s Journey to Reading Success: The Alabama Literacy Act Implementation Guide* was originally slated to be released by March 27, 2020; however, the new release date is now scheduled for mid-May 2020.
- **2020-2021 Regional Literacy Specialists:** Interviews for ARI regional literacy specialists will begin in early May 2020, with a revised start date of July 1, 2020, rather than June 1, 2020. The goal remains to complete the interview process and signed Memorandum of Understanding (MOU) documents by May 31, 2020. This should provide districts with ample time to hire replacements. The ARI Alabama Educator in Residence contracts should begin July 1, 2020.
- **Full Support (FS), Limited Support 1 (LS1), and Limited Support 2 (LS2) Schools Notification:** In mid-May, notification will be provided to all superintendents with details regarding the various levels of state and regional ARI support for the 2020-2021 school year. Specific documents will be attached for LEAs to complete and submit to the ALSDE to properly direct specific resources to identified full-support schools.
- **2019-2020 Comprehensive LEA Early Literacy Report:** Pursuant to the *Alabama Literacy Act* 2019-523, the State Superintendent of Education shall submit an annual report “on the status of teacher professional learning, student growth and proficiency gains grade-level standards in K-3 reading.” Official information regarding the uniform reporting portal should be available in mid-May 2020 to allow administrators time to gather data from Grades K-3 teachers prior to the end of school. We realize there will be data points that have not been collected since January because of COVID-19, but we want to capture the most current qualitative and quantitative data points possible. There will also be an “NA” response option considering the end-of-year unpredictability LEAs have encountered. Final LEA reports will not be due until August 2020, but many of you may need to start the collection process in May before teachers leave for the summer.

- **Alabama Committee for Grade-Level Reading (ACGLR):** This committee convened in February 2020 and was tasked with revising the *2011 Action Plan for Literacy, Birth Through Grade 12*, as well as to make recommendations on innovative strategies and programming to improve the effectiveness of the *Alabama Literacy Act*. The committee is still currently on target to complete the revision of the plan by June 30, 2020.
- **Summer Reading Camps:** While there remains uncertainty regarding the “reopening” of schools, the ALSDE believes it is now more important than ever to proactively plan for possible summer learning opportunities. To assist with this process, the ARI has developed guidance for LEAs to consider in Attachment 1 when planning for possible summer learning opportunities. In May 2020, the ALSDE will provide an *LEA Summer Reading Camp Plan* template that should be completed with a brief description of possible summer learning opportunities “if” the circumstances allow for educators and students to return to school campuses.
- **Literacy Summer 2020 Professional Learning for Educators:** As we continue to plan for the “unknown” as it relates to reconvening educators, the ARI has also developed guidance for K-3 educators as they readjust or begin planning for summer learning opportunities. The *Alabama Literacy Act* states that the “standing task force created by Section 3, state public teacher preparation programs, and regional professional development inservice centers” shall “work together in establishing a state continuum of teacher development for approved science of reading that will reflect levels of literacy teacher development from preservice, reading specialist, to instructional leadership.” The ALSDE is proactively working to design several professional learning opportunities outlined in Attachment 2 (ALSDE Summer 2020 Literacy Professional Learning Opportunities) to support K-3 educators during the interim as state committees continue their rigorous work of designing comprehensive teacher preparation and professional learning that align with guidelines in the *Alabama Literacy Act*.

The ALSDE remains fully committed to assist LEAs with the implementation of the *Alabama Literacy Act*. Through your ongoing leadership efforts, we will make it through these challenging times. If you have questions or need assistance, please email Mrs. Porter, Coordinator, Alabama Reading Initiative, at kporter@alsde.edu or call the ARI Office at 334-694-4632. Thank you for all you are doing to lead your districts to provide quality education to “Every Child, Every Chance, Every Day” even through some of the most challenging of times.

EGM:KWP:KJ

Attachments

cc: Mr. Mark Dixon
Dr. Daniel Boyd
Dr. Elisabeth Davis
Dr. Sandy Ledwell
Mrs. Karen W. Porter

FY20-2066

Plan A: Full Summer Reading Camp

- ✓ Summer Reading Camp will take place as planned barring COVID-19 restrictions
- ✓ Suggestions:
 - Plans already determined are put into place.
 - Parents are notified of plans through telephone conversations/emails.
 - Teachers are trained on interventions and programs.
 - Consider transportation options.
 - Mid-year data are used to determine instructional needs of students.
 - Pre-/Post-foundational skills mastery assessments will take place and data collected will be submitted in the September data report to the ALSDE unless otherwise instructed.
 - Consider working with the ALSDE identified mastery standards until students have mastered the ones in their grade and/or the ones in the grade levels below their grade level. This would serve to bridge the gap with their “catch up” growth that is needed. They will not become more skillful in reading until the most basic foundational skills are **mastered**.

Plan B: Adapted Summer Reading Camp

- ✓ If summer camp can be provided, but sufficient time not available for teacher preparation or training, adapted summer reading camp is an option.
- ✓ Suggestions:
 - Students attending are determined based on mid-year data. This might mean you only invite those students with the greatest needs.
 - Use of quick screening assessments determine placement in skills lessons to initially determine what skills will be emphasized.
 - Contact parents to explain the situation and the urgency regarding their child’s potential summer slide.
 - Intervention and core reading programs used are the ones that teachers know and can adapt to fit the summer timeframe. See the resource page for suggestions on how to adapt your program.
 - Consider transportation options. Is there additional money available for transportation?
 - Pre-/Post-assessments will take place and data collected will be submitted in the September data report to the ALSDE unless otherwise instructed.
 - Consider working with the ALSDE-identified mastery standards until students have mastered the ones in their grade and/or the ones in the grade levels below their grade level. This would serve to bridge the gap with their “catch up” growth that is needed. They will not become more skillful in reading until the most basic foundational skills are **mastered**.

Plan C: Virtual Summer Reading Camp

- ✓ Summer Reading Camp cannot take place on-site due to COVID-19 restrictions, therefore, at-home options are made available.
- ✓ Suggestions:
 - Use mid-year data to determine students with the most need for additional summer support at home.
 - Contact parents to explain the situation and urgency regarding continued at-home lessons.
 - Hire teachers for Virtual Summer Reading Camp to develop lessons and contact parents and students at certain intervals to provide support and help.
 - Consider virtual daily lessons if Internet access is available. If not, teachers can develop weekly packets and plan times to have packets delivered or picked up (possibly utilizing the same method used for the April/May months of the school year).
 - Assess students attending Virtual Summer Reading Camp immediately when the new school year begins. Data will be collected and submitted in the September data report to the ALSDE unless otherwise instructed.
 - Consider working with the ALSDE-identified mastery standards until students have mastered the ones in their grade and/or the ones in the grade levels below their grade level. This would serve to bridge the gap with their “catch up” growth that is needed. They will not become more skillful in reading until the most basic foundational skills are **mastered**.

Plan D: Other

Explain an alternate plan for a possible Summer Reading Camp in the space provided.

Data Collection Suggestions

- ✓ Pre- and Post-mastery assessment data – Growth will be calculated by the number of students who mastered one or more basic foundational skills during the summer camp. These skills are based on the ALSDE-identified mastery standards. (ALSDE will provide a spreadsheet for data collection of mastery standards if you choose this option.)
- ✓ Pre- and Post-program assessment data – Sonday, Spire, Phonics First, etc.

Resources for Summer Reading Camp

- ✓ **The Wallace Foundation**
 - [Summer Learning Toolkit: Evidence-based tools and guidance for delivering effective programs](#) provides evidence-based tools and guidance for delivering effective programs. Some of the tools and guidance can be found below:
 - [Planning & Management - Summer Learning](#)
 - [SUMMER PLANNING CALENDAR](#)
 - [SUMMER BUDGET](#)
 - [SUSTAINABILITY PLANNING TOOLS](#)
 - [SUMMER PROGRAM REFLECTION Guide](#)
 - [CLASSROOM OBSERVATION](#)
 - [Academics & Enrichment - Summer Learning](#)
 - [SELECTING AND MODIFYING SUMMER CURRICULA](#)
 - [USING DATA TO STRATEGICALLY GROUP STUDENTS](#)
 - [BUILDING PARTNERSHIPS - PITTSBURGH SUMMER ENRICHMENT SELECTION](#)
 - [DALLAS ACADEMIC LESSON OBSERVATION FORM](#)
 - [BOSTON SUMMER ENRICHMENT MOU](#)
 - [Staffing & Professional Development](#)
 - [PITTSBURGH SITE LEADERSHIP STAFFING MODEL](#)
 - [SUMMER STAFF JOB DESCRIPTIONS](#)
 - [PLANNING HIGH-QUALITY PROFESSIONAL DEVELOPMENT](#)
 - [Site Climate - Summer Learning](#)
 - [PROMOTING PARTICIPATION AND EXPERIENCE](#)
 - [PITTSBURGH POSITIVE SITE CLIMATE STRATEGIES](#)
- ✓ **At-Home Foundational Reading Activities**
 - These are simple foundational reading activities that parents can do with their children to help stop the summer slide.
- ✓ **READS – Helping Children Become Summer Bookworms**
 - A home-based program that can help students sharpen their reading skills over the summer.

ARI Contacts

- ✓ **Wendy Warren** arisummerlearning@alsde.edu
- ✓ **Karen Rutledge-Bell** arisummerlearning@alsde.edu

ALSDE Summer 2020 Literacy Professional Learning Opportunities Attachment 2

Professional Learning Offering	Plan A Resume June 2020	Plan B Resume July 2020	Plan C Other Option(s) for Restrictions for June and July "In-Person"
<p>Language Essentials for Teachers of Reading and Spelling (LETRS®)</p> <p>Contact: Gay Finn or Denise Perkins at AlabamaLETRS@alsde.edu</p>	<p>What: LETRS Professional Learning Coursework: 5-day Frontload of Units 1-4</p> <p>Who: Grades K-3 Teachers and Administrators from Full Support (FS) Schools</p> <p>When: June 1-5; June 15-19; June 22-26; July 6-10; July 20-24; or July 27-31</p> <p>Facilitators: National LETRS Trainers</p> <p>NOTE: We can change the weeks above to 4-day weeks if we conduct the Kickoff Sessions in May via 2-hour Webinar sessions.</p>	<p>What: LETRS Professional Learning Coursework: 5-day Frontload of Units 1-4</p> <p>Who: Grades K-3 Teachers and Administrators from Full Support (FS) Schools</p> <p>When:</p> <ul style="list-style-type: none"> *Kickoff Webinars begin in May 2020 *Materials mailed directly to participants prior to Unit 1 *Unit 1 Webinars begin in June (groups of approximately 40; Unit 1 Webinars will be delivered in two [2] 3-hour sessions) * Face-to-Face Sessions for Units 2, 3, and 4: July 13-17, July 20-24, July 27-31 * Each school will attend 3 days of face-to-face training for Units 2, 3, and 4 	<p>What: LETRS Professional Learning Coursework: 5-day Frontload of Units 1-4</p> <p>Who: Grades K-3 Teachers and Administrators from Full-Support (FS) Schools</p> <p>When:</p> <ul style="list-style-type: none"> *Materials mailed directly to participants before Unit 1 and Login credentials issued during Webinar *Kickoff Webinars begin in May (groups of 50, multiple options, 2 hours in length) *Unit 1 Webinars begin in June (groups of approximately 40, Unit 1 Webinars will be delivered in two [2] 3-hour sessions) *Unit 2 Webinars begin in July (groups of approximately 40, Unit 2 Webinars will be delivered in two [2] 3-hour sessions) *Units 3 and 4 delivered during the 2020-2021 school year *Additional Webinars could be offered if desired for Units 3 and 4
<p>Multisensory Structured Language Education (MSLE) Cohort 8</p> <p>Contact: Reeda Betts or Vickie Chappelle at dyslexia@alsde.edu</p> <p><i>Contract received favorable report on April 9, 2020, and forwarded to Governor's Office</i></p>	<p>N/A. No training was scheduled in June.</p>	<p>What: Intensive professional learning in a multisensory intervention suitable for students with characteristics of dyslexia and struggling readers</p> <p>Who: Cohort of up to 25 interventionists desiring to become Certified Academic Language Therapists (CALTs)</p> <p>When: July 2020</p> <p>Facilitator: Ms. Nancy Coffman, the June Shelton School and Evaluation Center</p>	<p>What: Virtual professional learning including readings and assignments in preparation for face-to-face training coaching and evaluation</p> <p>Who: Cohort of up to 25 interventionists desiring to become Certified Academic Language Therapists (CALTs)</p> <p>When: July 2020</p> <p>Facilitator: Ms. Nancy Coffman, of the June Shelton School and Evaluation Center</p>

ALSDE Summer 2020 Literacy Professional Learning Opportunities Attachment 2

Professional Learning Offering	Plan A Resume June 2020	Plan B Resume July 2020	Plan C Other Option(s) for Restrictions for June and July "In-Person"
<p>Neuhaus</p> <p>Contact: Reeda Betts or Vickie Chappelle at dyslexia@alsde.edu</p> <p><i>Contract received favorable report on April 9, 2020, and forwarded to Governor's Office</i></p>	<p>N/A. No training was scheduled in June.</p>	<p>What: *Pilot project to begin in 3 FS CSI schools including a model for Tier I, II, and III instruction and *Cohort 1 of 12 participants in MSLE Basic Language Skills, a pathway to Certified Academic Language Practitioner (CALP) and/or Certified Academic Language Therapist (CALT)</p> <p>Who: *Selected K-3 reading specialists and teachers *Intervention teachers who will serve as dyslexia interventionists and/or desiring to become a CALP or CALT</p> <p>When: July 2020 Facilitators: Specialists from Neuhaus Education Center</p>	<p>What: *Neuhaus online training model (part of available blended approach)</p> <p>Who: *Selected K-3 reading specialists and teachers *Intervention teachers who will serve as dyslexia interventionists and/or desiring to become a CALP and/or CALT</p> <p>When: July 2020 Facilitators: On-line instructors from Neuhaus Education Center</p>
<p>ARI Foundations for Beginning Reading Modules: An Introduction to the Science of Reading</p> <p>Contact: Wendy Warren or Karen Rutledge-Bell at arisummerlearning@alsde.edu</p>	<p>What: ARI Foundations for Beginning Reading Modules Where: Participating Regional Inservice Centers (RICs) Who: Grades K-3 Inservice and Preservice Teachers, New Elementary Principals, and Curriculum Coordinators When: June or July 2020; Consult RIC Schedule in your region. Facilitators: ARI Certified Module Facilitators</p>	<p>What: ARI Foundations for Beginning Reading Modules Where: Participating Regional Inservice Centers (RICs) Who: Grades K-3 Inservice and Preservice Teachers, New Elementary Principals, and Curriculum Coordinators When: July 2020; Consult RIC Schedule in your region Facilitators: ARI Certified Module Facilitators</p>	<p>What: ARI Foundations for Beginning Reading Modules Where: Virtual Zoom Meetings or Voice-Over Presentations Who: Grades K-3 Inservice and Preservice Teachers, New Elementary Principals, and Curriculum Coordinators When: June and July 2020 Facilitators: ARI Regional Literacy Specialists for Virtual Zoom Meetings/Local School Reading Specialists for Voice-Over Presentations</p>

Professional Learning Offering	Plan A Resume June 2020	Plan B Resume July 2020	Plan C Other Option(s) for Restrictions for June and July "In-Person"
<p>Experience Dyslexia</p> <p>Contact: Reeda Betts or Vickie Chappelle at dyslexia@alsde.edu</p>	<p>What: Experience Dyslexia Through Simulations Who: K-12 Inservice and Preservice Teachers, Principals, and Curriculum Coordinators Where: Participating Regional Inservice Centers (RICs) When: June or July 2020; Consult RIC Schedule in your region Facilitators: ARI Regional Literacy Specialists</p>	<p>What: Experience Dyslexia Through Simulations Who: K-12 Inservice and Preservice Teachers, Principals, and Curriculum Coordinators Where: Participating Regional Inservice Centers When: June or July 2020; Consult RIC Schedule in your region Facilitators: ARI Regional Literacy Specialists</p>	<p>Because this is a very intense hands-on professional learning, there will be no virtual sessions in the summer months.</p>
<p>Structured Literacy</p> <p>Contact: Reeda Betts or Vickie Chappelle at dyslexia@alsde.edu</p>	<p>What: Structured Literacy Who: K-3 Inservice and Preservice Teachers, Principals, and Curriculum Coordinators Where: Participating Regional Inservice Centers (RICs) When: June or July 2020; Consult RIC Schedule in your region. Facilitators: ARI Regional Literacy Specialists</p>	<p>What: Structured Literacy Who: K-3 Inservice and Preservice Teachers, Principals, and Curriculum Coordinators Where: Participating Regional Inservice Centers (RICs) When: June or July 2020; Consult RIC Schedule in your region Facilitators: ARI Regional Literacy Specialists</p>	<p>What: Structured Literacy Who: K-3 Inservice and Preservice Teachers, Principals, and Curriculum Coordinators Where: Virtual Zoom Meeting When: June or July 2020; Consult RIC Schedule in your region Facilitators: ARI Regional Literacy Specialists</p>