



STATE OF ALABAMA
DEPARTMENT OF EDUCATION



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

July 27, 2020

MEMORANDUM

TO: City and County Superintendents of Education

FROM: Eric G. Mackey *EGM*
 State Superintendent of Education

RE: Fiscal Year (FY) 2021 Alabama Reading Initiative (ARI) Local Reading Specialist(s) Allocations, Job Description, and Program Memorandum of Agreement

The Alabama State Department of Education (ALSDE) and the ARI are committed to providing systematic supports for ARI local reading specialists, school administrators, classroom teachers, and district leaders as outlined in the *Alabama Literacy Act* 2019-523. All state and regional ARI staff will work collaboratively to assist K-3 educators as they instruct, intervene, and support all students in achieving grade-level reading status by the end of third grade. Local education agencies (LEAs) FY 2021 allocation allows at a minimum, \$80,000 for a full-time local reading specialist in each LEA. Allocated funds must be directed toward funding local reading specialists in K-3 schools with the greatest needs. In order to receive the greatest benefits of the resources and support for grade-level reading, we encourage you to involve your LEA and local school leadership teams in determining placement of the most highly effective local reading specialist(s) who meet the qualifications outlined in the *Alabama Literacy Act*.

The ARI regional support will commence with a required ARI Local Reading Specialists' Orientation. The training will be provided virtually over the course of two days for a total of 12 hours. Local reading specialists are required to participate in both days of training. A separate allocation to assist LEAs with this and/or other ARI-required professional learning is forthcoming. PowerSchool registration is required and will open July 27, 2020, using Course #252894. The following sets of training dates are available:

- August 4-5, 2020; August 11-12, 2020; and August 18-19, 2020.
- The following Saturday-option dates are being offered as an additional opportunity: August 8, 2020, and August 15, 2020.

Attachments include FY 2021 LEA Allocations for Local Reading Specialists; the ARI-Funded Local Reading Specialist Job Description, including program outcomes according to *Alabama's Journey to Reading Success*; and the LEA allocations for ARI required professional learning for local reading specialists; and the LEA Memorandum of Agreement (MOA) terms for the 2020-2021 school year.

Please complete both attachments and the 2020-2021 ARI Local Reading Specialist Verification form [here](#) for each specialist in your LEA to assist the ARI with current information. These documents will be discussed at the initial ARI support Problem-Solving Team (PST) meetings with LEAs and schools. Please submit all completed information to ari@alsde.edu by July 31, 2020.

Alabama
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 of Education

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Eric G. Mackey, Ed.D.
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City and County Superintendents of Education
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July 27, 2020

We look forward to a successful year as we all work together for “Every Child. Every Chance. Every Day.” If you have questions, please contact the ARI office by email, ari@alsde.edu or by telephone at 334.694.4632.

EGM:RB:KJ

Attachments

cc: LEA Chief School Financial Officers
ARI Central Office Contacts
Dr. Daniel Boyd
Mr. Andy Craig
Dr. Elisabeth Davis
Dr. Tracye Strichik
Mrs. Reeda Betts
Ms. Gay Finn

FY20-2118

State of Alabama
Department of Education
FY 2021 Alabama Reading Coach Allocation

SysCode	System Name	Total FY 2021 Reading Coach Allocation
001	Autauga County	\$ 370,167.00
002	Baldwin County	\$ 1,322,025.00
003	Barbour County	\$ 105,762.00
004	Bibb County	\$ 211,524.00
005	Blount County	\$ 423,048.00
006	Bullock County	\$ 80,000.00
007	Butler County	\$ 211,524.00
008	Calhoun County	\$ 370,167.00
009	Chambers County	\$ 317,286.00
010	Cherokee County	\$ 264,405.00
011	Chilton County	\$ 317,286.00
012	Choctaw County	\$ 105,762.00
013	Clarke County	\$ 158,643.00
014	Clay County	\$ 105,762.00
015	Cleburne County	\$ 211,524.00
016	Coffee County	\$ 158,643.00
017	Colbert County	\$ 264,405.00
018	Conecuh County	\$ 211,524.00
019	Coosa County	\$ 80,000.00
020	Covington County	\$ 264,405.00
021	Crenshaw County	\$ 158,643.00
022	Cullman County	\$ 581,691.00
023	Dale County	\$ 211,524.00
024	Dallas County	\$ 317,286.00
025	DeKalb County	\$ 581,691.00
026	Elmore County	\$ 317,286.00
027	Escambia County	\$ 264,405.00
028	Etowah County	\$ 581,691.00
029	Fayette County	\$ 158,643.00
030	Franklin County	\$ 317,286.00
031	Geneva County	\$ 158,643.00
032	Greene County	\$ 80,000.00
033	Hale County	\$ 105,762.00
034	Henry County	\$ 105,762.00
035	Houston County	\$ 264,405.00
036	Jackson County	\$ 687,453.00
037	Jefferson County	\$ 1,639,311.00
038	Lamar County	\$ 158,643.00
039	Lauderdale County	\$ 423,048.00
040	Lawrence County	\$ 317,286.00
041	Lee County	\$ 370,167.00
042	Limestone County	\$ 475,929.00
043	Lowndes County	\$ 158,643.00
044	Macon County	\$ 158,643.00
045	Madison County	\$ 793,215.00

State of Alabama
Department of Education
FY 2021 Alabama Reading Coach Allocation

SysCode	System Name	Total FY 2021 Reading Coach Allocation
046	Marengo County	\$ 158,643.00
047	Marion County	\$ 264,405.00
048	Marshall County	\$ 317,286.00
049	Mobile County	\$ 2,696,931.00
050	Monroe County	\$ 264,405.00
051	Montgomery County	\$ 1,639,311.00
052	Morgan County	\$ 475,929.00
053	Perry County	\$ 105,762.00
054	Pickens County	\$ 158,643.00
055	Pike County	\$ 158,643.00
056	Randolph County	\$ 211,524.00
057	Russell County	\$ 264,405.00
058	St Clair County	\$ 423,048.00
059	Shelby County	\$ 740,334.00
060	Sumter County	\$ 158,643.00
061	Talladega County	\$ 423,048.00
062	Tallapoosa County	\$ 158,643.00
063	Tuscaloosa County	\$ 1,004,739.00
064	Walker County	\$ 423,048.00
065	Washington County	\$ 264,405.00
066	Wilcox County	\$ 158,643.00
067	Winston County	\$ 211,524.00
101	Albertville City	\$ 158,643.00
102	Alexander City	\$ 105,762.00
103	Alabaster City	\$ 105,762.00
104	Andalusia City	\$ 80,000.00
105	Anniston City	\$ 211,524.00
106	Arab City	\$ 105,762.00
107	Athens City	\$ 211,524.00
109	Attalla City	\$ 80,000.00
110	Auburn City	\$ 423,048.00
113	Bessemer City	\$ 264,405.00
114	Birmingham City	\$ 1,427,787.00
115	Boaz City	\$ 105,762.00
116	Brewton City	\$ 80,000.00
121	Chickasaw City	\$ 80,000.00
125	Cullman City	\$ 158,643.00
126	Daleville City	\$ 80,000.00
127	Decatur City	\$ 634,572.00
128	Demopolis City	\$ 105,762.00
130	Dothan City	\$ 581,691.00
131	Elba City	\$ 80,000.00
132	Enterprise City	\$ 317,286.00
133	Eufaula City	\$ 105,762.00
137	Fairfield City	\$ 158,643.00

State of Alabama
Department of Education
FY 2021 Alabama Reading Coach Allocation

SysCode	System Name	Total FY 2021 Reading Coach Allocation	
141	Florence City	\$	211,524.00
143	Fort Payne City	\$	105,762.00
144	Gadsden City	\$	423,048.00
146	Geneva City	\$	80,000.00
152	Gulf Shores City	\$	80,000.00
154	Guntersville City	\$	105,762.00
155	Haleyville City	\$	80,000.00
156	Hartselle City	\$	158,643.00
157	Homewood City	\$	158,643.00
158	Hoover City	\$	581,691.00
159	Huntsville City	\$	1,374,906.00
162	Jacksonville City	\$	80,000.00
163	Jasper City	\$	105,762.00
165	Lanett City	\$	80,000.00
167	Leeds City	\$	105,762.00
168	Linden City	\$	80,000.00
169	Madison City	\$	370,167.00
171	Midfield City	\$	80,000.00
175	Mountain Brook City	\$	211,524.00
176	Muscle Shoals City	\$	211,524.00
177	Pelham City	\$	105,762.00
178	Oneonta City	\$	80,000.00
179	Opelika City	\$	317,286.00
180	Opp City	\$	80,000.00
181	Oxford City	\$	158,643.00
182	Ozark City	\$	105,762.00
183	Pell City	\$	211,524.00
184	Phenix City	\$	370,167.00
185	Piedmont City	\$	80,000.00
186	Pike Road City	\$	80,000.00
187	Saraland City	\$	105,762.00
188	Roanoke City	\$	80,000.00
189	Russellville City	\$	105,762.00
190	Scottsboro City	\$	105,762.00
191	Selma City	\$	317,286.00
192	Sheffield City	\$	105,762.00
193	Sylacauga City	\$	105,762.00
194	Talladega City	\$	211,524.00
195	Tallassee City	\$	80,000.00
196	Satsuma City	\$	80,000.00
197	Tarrant City	\$	105,762.00
198	Thomasville City	\$	80,000.00
199	Troy City	\$	80,000.00
200	Tuscaloosa City	\$	634,572.00
201	Tuscumbia City	\$	105,762.00

State of Alabama
Department of Education
FY 2021 Alabama Reading Coach Allocation

SysCode	System Name	Total FY 2021 Reading Coach Allocation	
202	Vestavia Hills City	\$	264,405.00
204	Winfield City	\$	80,000.00
205	Trussville City	\$	158,643.00
801	University Charter School	\$	80,000.00
802	LEAD Academy	\$	80,000.00
803	Legacy Prep	\$	80,000.00
805	i3 Academy	\$	80,000.00
		\$	40,685,844.00



ARI LOCAL READING SPECIALIST JOB DESCRIPTION 2020-2021

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 overall program and process effectiveness. Support for local reading specialists will be provided by ARI regional literacy specialists according to specifications outlined in the *Alabama Literacy Act 2019-523*.

ROLE OF THE LOCAL READING SPECIALIST: Per the *Alabama Literacy Act*, "An Alabama Reading Initiative local reading specialist shall be assigned to provide intensive, targeted professional development for elementary school teachers at one school. ARI Local reading specialists may not perform administrative functions such as serving as an evaluator, substitute teacher, assessment coordinator, or school administrator, 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.

MINIMUM QUALIFICATIONS: An ARI local reading specialist shall have all of the following minimum qualifications:

- a. The required Alabama Professional Educator Certificate.
- b. 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.
- c. A minimum of two years of experience as a successful elementary or literacy teacher.
- d. A knowledge of scientifically based reading research, special expertise in quality reading instruction and intervention, dyslexia-specific interventions, and data analysis.
- e. A strong knowledge base in the science of learning to read and the science of early childhood education.
- f. Excellent communication skills with outstanding presentation, interpersonal, and time management skills.

DUTIES AND RESPONSIBILITIES: In order 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 *Alabama Literacy Act* will include the following as evidenced by student reading achievement and growth:

- a. 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.
- b. Facilitating schoolwide professional development and monitoring and measuring the impact of transfer to practice.
- c. 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.
- d. Coaching and mentoring teachers daily via planned coaching cycles based on data and gradually releasing responsibility to teachers.
- e. 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.
- f. Fostering multiple areas of teacher professional learning, including exceptional student education and content area knowledge, and making adjustments based on data.
- g. 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.
- h. 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:

Year 1 Outcomes

- **Collaborative Leadership:** 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.
- **Assessment:** 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.
- **Professional Learning:**
 - 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.
- **Instruction and Intervention:** 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.
- **Curriculum and Standards:** Ensuring adopted core and intervention curricula are aligned to the science of reading as evidenced by scope and sequence of instruction and use of the *Alabama Course of Study: English Language Arts* standards to ensure teachers in Grades K-3 understand the rigorous instructional content based on the science of reading, evidenced by implementation of the *Alabama Literacy Act*.

Year 2 Outcomes

- **Collaborative Leadership:** Increased evidence of results-driven, collaborative planning time to impact student achievement and teacher growth.
- **Assessment:** Increased student performance on 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.
- **Professional Learning:** 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.).
- **Instruction and Intervention:** Increased instructional capacity of all educators in meeting the needs of students in all tiers of instruction.
- **Curriculum and Standards:** Increased evidence of alignment of curricular and instructional support to implement the *Alabama Course of Study: English Language Arts* standards.

Year 3 Outcomes

- **Collaborative Leadership:** Evidence of teacher growth and leadership in instructional capacity (planning, data-informed decision making).
- **Assessment:** Evidence of increased student learning and performance on state and district assessments, increased gap closures, and decreased student retentions.
- **Professional Learning:** Evidence of levels of implementation of the Coaching Cycle resulting in increased student achievement and teacher growth.
- **Instruction and Intervention:** Increased evidence in classroom transfer of instructional practice in the knowledge of the science of reading as evidenced by increased student proficiency and decreased intervention numbers.
- **Curriculum and Standards:** Increased evidence of alignment of curricular and instructional support to implement the *Alabama Course of Study: English Language Arts* standards.

EMPLOYMENT TERMS: A nine-month contract is required in order to fulfill these job responsibilities. It is also expected that local reading specialists support summer learning efforts, and it is recommended that any addition to a nine-month contract be supplemental and not an extended contract.

SELECTION: Districts must carefully consider selection of the ARI-funded local reading specialist(s) whose qualifications align with the *Alabama Literacy Act 2019-523*.

ARI Local Literacy Specialist Signature

Date

ARI Director

Date

LEA CSFO

Date

LEA Superintendent

Date



Alabama State Department of Education

Eric G. Mackey, State Superintendent of Education

July 2020

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ARI SCHOOL-LEVEL SUPPORT MEMORANDUM OF AGREEMENT (MOA) 2020-2021

PURPOSE: The *Alabama Literacy Act* 2019-523 requires that each Alabama Reading Initiative (ARI)-funded local reading specialist be assigned to a school with configurations of Grades K, 1, 2, and 3 in order to increase teacher knowledge and skills in the science of reading and ensure that student reading proficiency and literacy skills increase for all Grades K-3 students so that students are performing, at a minimum, on grade level in reading by the end of third grade as measured by statewide reading assessment scores. Additionally, the *Alabama Literacy Act* requires specific levels of ARI regional literacy specialists support. The ARI regional literacy specialists assigned to Full-Support (FS) Schools shall serve primarily one school. Limited-Support 1 (LS1) Schools are required to have monthly support visits, and Limited-Support 2 (LS2) Schools are required to have quarterly visits. Monitoring student data at least three times per year and making instructional adjustments based on data are required for all support levels per the *Alabama Literacy Act*.

_____ (LEA) has the following number of schools at each support level.

_____ Full-Support Schools _____ Limited-Support 1 Schools _____ Limited-Support 2 Schools

Document signatures signify both the understanding of, and agreement with, the following practices and program outcomes, and the understanding that LEAs and/or schools not adhering to the requirements of the *Alabama Literacy Act* risk losing ARI funding.

- LEA agrees to follow the implementation guidelines of the *Alabama's Journey to Reading Success: The Alabama Literacy Act Implementation Guide*.
- Each ARI-funded local reading specialist is assigned to one school to support teachers in implementing the science of reading so that student proficiency increases, achievement gaps closes, and all students are reading at or above grade levels by the end of the third grade. When funding does not allow for a specialist in every school, the LEA will prioritize, beginning with ensuring that full-time local reading specialist support is provided in Full-Support Schools.
- Each ARI-funded local reading specialist supports teachers in the implementation of the science of reading by ensuring that literacy instruction is explicit and systematic (including daily teaching processes with extensive opportunities for guided 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 occur at all tiers of instruction.
- School leaders will clarify the school's assigned level of support for their faculties and the local reading specialist's and ARI's support structure per the *Alabama Literacy Act*.
- ARI regional specialists supports schools within the LEA according to the frequencies specified in the *Alabama Literacy Act* for each level of support (FS = daily/weekly on-site, LS1= monthly, LS2=quarterly).
- ARI regional specialists collaborates with LEA and school leaders, local reading specialists, and teachers to monitor teacher quality and student data at least three times per year. This will include data collection, analysis, and use in instructional decision making.
- ARI regional specialists collaborates with LEA and school leaders, local reading specialists, and teachers in adjusting instruction to ensure student reading proficiency increases and students are reading at or above grade level by the end of third grade.
- The ARI regional specialists, LEA and school leaders, and local reading specialists functions as a Problem-Solving Team (PST) that meet at specified intervals throughout the year in order to collect, analyze, and report student data per the *Alabama Literacy Act*.

ALABAMA'S JOURNEY TO READING SUCCESS PROGRAM AND PROCESS OUTCOMES:**Year 1 Outcomes**

- **Collaborative Leadership:** Increased administrator, reading specialist, and teacher collaboration as evidenced by the facilitation of collaborative planning and reflection resulting in a more collaborative school culture.
- **Assessment:** 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.
- **Professional Learning:**
 - 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.
- **Instruction and Intervention:** 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.
- **Curriculum and Standards:** Ensuring adopted core and intervention curricula are aligned to the science of reading as evidenced by scope and sequence of instruction and use of the *Alabama Course of Study: English Language Arts* to ensure teachers in Grades K-3 understand the rigorous instructional content based on the science of reading, evidenced by implementation of the *Alabama Literacy Act*.

Year 2 Outcomes

- **Collaborative Leadership:** Increased evidence of results-driven, collaborative-planning time to impact student achievement and teacher growth.
- **Assessment:** Increased student performance on 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.
- **Professional Learning:** 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.).
- **Instruction and Intervention:** Increased instructional capacity of all educators in meeting the needs of students in all tiers of instruction.
- **Curriculum and Standards:** Increased evidence of alignment of curricular and instructional support to implement the *Alabama Course of Study: English Language Arts* standards.

Year 3 Outcomes

- **Collaborative Leadership:** Evidence of teacher growth and leadership in instructional capacity (planning, data-informed decision making).
- **Assessment:** Evidence of increased student learning and performance on state and district assessments, increased gap closures, and decreased student retentions.
- **Professional Learning:** Evidence of levels of implementation of the Coaching Cycle resulting in increased student achievement and teacher growth.
- **Instruction and Intervention:** Increased evidence in classroom transfer of instructional practice in the knowledge of the science of reading as evidenced by increased student proficiency and decreased intervention numbers.
- **Curriculum and Standards:** Increased evidence of alignment of curricular and instructional support to implement the *Alabama Course of Study: English Language Arts* standards.



ARI SCHOOL-LEVEL SUPPORT MEMORANDUM OF UNDERSTANDING 2020-2021

SIGNATURE PAGE

Full-Support Schools	
School	Principal Signature
Limited-Support 1 Schools	
School	Principal Signature
Limited-Support 2 Schools	
School	Principal Signature

 Superintendent or Designee

 Date

 LEA ARI Coordinator

 Date



Alabama State Department of Education

Eric G. Mackey, State Superintendent of Education

July 2020

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