June 27, 2017

MEMORANDUM

TO: County and City Superintendents of Education

FROM: Michael Sentance, State Superintendent of Education

RE: Alabama Reading Initiative (ARI) 2017-2018 Use of Funds and Plan of Support

In the May 19, 2017, memorandum regarding distribution of ARI funds, we communicated to you our plans to ensure a minimization of revenue loss to local education agencies (LEAs) by returning funds to maximize administration of ARI implementation. It is our desire in this communication to give you further guidance regarding use of these funds and explain via the attached documents specifics related to the administration of these funds.

We also communicated our desire to ensure that reading specialists solely focus on supporting teachers’ early reading content and pedagogical knowledge that are essential for assuring that all students read with proficiency by the end of third grade. In order to assure that students receive appropriate instruction, school leaders must require that reading specialists provide coaching support for teachers in Grades K-3 during the reading/literacy block and facilitate on-going, job-embedded reading content professional learning. Leaders must also create uninterrupted time for reading, intervention, and literacy building across the curriculum in early grade schedules.

In order to reach the goals outlined in Alabama Ascending, please find attached the following documents for the 2017-2018 ARI Plan of Support:

1. A Memorandum of Agreement (MOA) between your district, the Alabama State Department of Education (ALSDE), and the ARI regarding use of funds.
2. An ARI Professional Learning Support Plan (PLSP) for District and Schools.
3. An ARI Reading Specialist Job Description for all state-funded reading specialists.
4. An ARI Reading Specialist’s Verification Form.

Below is information regarding submission deadlines for each document. Adhering to these dates will assure that your district’s allocation of FY2018 funds will not be delayed.

- July 14, 2017—Submission deadline for The District MOA. Only one MOA is required for the district. Completing an MOA for each school is not necessary.
August 1, 2017—Submission deadline for the 2017-2018 ARI Reading Specialist Job Description and the Verification Form. These documents must be completed for each ARI Reading Specialist funded through the FY 2018 allocation to serve in Grades K-3 according to the guidelines outlined in the attached documents.

August 21, 2017—Submission deadline for the PLSP for District and School(s). Each district receiving an ARI funding allocation, will develop and implement this three-year PLSP beginning in 2017-2018. The PLSP will be developed and communicated with implementation beginning by this date. Districts will have the opportunity to revise the PLSP annually based on student performance data and other key performance indicators and improvement goals identified by the district and school(s).

Districts should submit these documents electronically to Mrs. Karen Porter, ARI Program Coordinator, at ari@alsde.edu. Also, original signed documents and one additional copy should be mailed to Mrs. Porter’s attention at:

Alabama State Department of Education
Alabama Reading Initiative
Post Office Box 302101
5233 Gordon Persons Building
Montgomery, AL 36130-2101.

Support for your district, ARI Effective Literacy Leaders Learning Communities (E3LCs), will be communicated in a separate memorandum. These sessions will target the ARI District Key Contact and a lead reading specialist for the district. The first ARI E3LC is planned for mid-August in six locations across the state.

Questions regarding the elements of this memorandum may be directed to Mrs. Porter by e-mail at kporter@alsde.edu or by telephone at 334-353-1389.

MS:KP:TH

Attachments

cc: LEA Chief School Financial Officers Mrs. Shanthia Washington
LEA ARI Contacts Mrs. Juliana Teixeira Dean
Dr. Dee O. Fowler Mr. Andy Craig
Dr. Barbara J. Cooper Mrs. Karen Porter

FY17-2082
It is an Alabama State Department of Education (ALSDE) priority that every student read on grade level by third grade. Therefore, this agreement regarding the use of ARI FY 2018 funds is made by and between the Local Education Agency (LEA) __________________, the Alabama State Department of Education (ALSDE), and the Alabama Reading Initiative (ARI) to assure that students are well prepared with strong reading and literacy skills necessary to become grade-level readers by the end of third grade and, therefore, have to their advantage multiple high-quality pathways to educational and career opportunities after secondary school.

I. Commitment: The LEA Superintendent, the LEA ARI contact, and the school principal should carefully review, fully commit to, and monitor adherence to the following terms of agreement for the 2017-2018 school year.

II. LEA Agreement:

The participating LEA agrees to:

1. Develop and implement an ARI Professional Learning Support Plan for each district that includes use of allocated funds.

2. Appoint an LEA key contact with responsibility for LEA oversight of reading and the District ARI Professional Learning Support Plan. The district key contact will assist identified schools in: analyzing school data, establishing district outcomes for reading achievement, monitoring the status of implementation, and intervening when necessary to assure adequate yearly reading achievement growth for students.

3. Designate a lead reading specialist for the district with responsibility for receiving additional ARI training to turn around the district. The lead district reading specialist would work with the district key contact to assist identified schools in: analyzing school data, monitoring the status of implementation, and working with school-level ARI reading specialists to turn around ARI training.

4. Participate in all professional learning opportunities (quarterly and/or monthly meetings and other trainings) sponsored by the ALSDE for the appropriate district and school personnel (principal, reading specialist, and/or district key contact) and assist lead reading specialist in planning differentiated facilitation of professional learning.

5. Use the funds allocated for personnel and approved activities for ARI schools according to the guidelines identified in the memorandum and the job description for ARI reading specialists.
   a. Select personnel with the necessary credentials, abilities, and competencies to perform the job and support the ARI Professional Learning Support Plan.
   b. Use the funds allocated for personnel in ARI schools solely for the purpose of supporting reading instruction (personnel) in Grades K-3.
   c. Ensure ARI-funded personnel spend 100% of the time performing the duties identified in the ARI job description.

6. Use a state-approved formative assessment to measure student performance in Grades K-3 and administer the formative assessment at, a minimum, the beginning of the year, mid-year, and end-of-year. Report results as described in the ARI Professional Learning Support Plan. Results will be used to make any necessary adjustments to the instruction and/or the ARI Professional Learning Support Plan.


8. Use personnel, materials, and equipment funded through ARI in the recommended manner.

9. Submit, as requested by the ALSDE (at least annually), the ARI Professional Learning Support Plan and progress on the status of outcomes, implementation, and evaluation data.
LEA SIGNATURES:

LEA Superintendent

Chief School Financial Officer

LEA Key Contact

Principal

Name of School

III. Terms: If the ALSDE determines that the LEA is not meeting the key performance indicator, timelines, budget (acceptable use of state-funds), or is not fulfilling other applicable requirements outlined in the ARI Professional Learning Support Plan, the ALSDE as the State Grantee will take appropriate enforcement action, that could include, but is not limited to, state intervention of fund use, disallowing cost, temporarily withholding funds, or non-renewal of contract agreement. The agreement shall be in effect for the 2017-2018 school term.

IV. Alabama State Department of Education agrees to:
1. Work collaboratively with and support the LEA in carrying out the ARI Professional Development Plan.
2. Distribute the LEA’s approved portion of the funds during the course of the plan period and in accordance with the LEA’s ARI Professional Learning Support Plan. Distribution of funds is contingent upon availability.
3. Conduct, at a minimum, four professional development sessions for appropriate district personnel.
4. Appoint a key contact for the ARI proposal.
5. Provide feedback on the LEA’s implementation status, mid-year reviews, any interim reports, and annual reviews.

APPROVED:

Karen W. Porter, Program Coordinator
Alabama Reading Initiative

Shanthia M. Washington, Assistant State Superintendent
Teaching and Learning

Barbara J. Cooper, Deputy State Superintendent
Teaching and Learning

Andy Craig, Deputy State Superintendent
Administrative and Financial Services

Juliana Teixeira Dean, General Counsel

Michael J. Sentance, State Superintendent of Education
ARI-FUNDED SCHOOL READING SPECIALIST JOB DESCRIPTION

2017-2018

The Alabama Reading Initiative (ARI) funded school reading specialist for ARI support will have responsibilities for coordinating efforts in the school where funds have been allocated to support K-3 teachers. It is an Alabama State Department of Education (ALSDE) priority that every student read on grade level by third grade. The research is clear that a highly skilled teacher is the single most important factor in the reading achievement of students. Therefore, the role of the school-level reading specialist as outlined in this job description will be to function solely as a reading specialist and coaching partner with K-3 teachers. Additionally, a proportional amount of the school reading specialist’s time, determined by careful data analysis, will be dedicated to working with students identified with the greatest needs (gaps) in reading achievement. We are confident that this job description offers an opportunity to provide effective support that will increase educator effectiveness and result in students possessing the reading skills necessary to become grade-level readers by third grade.

PURPOSE: Impact student learning by improving teacher reading and literacy content knowledge, skills, and professional practice so that all students attain proficiency by Grade 3 in reading/literacy.

CREDENTIALS OF ARI READING SPECIALISTS: ARI-funded reading specialists must possess, at a minimum, the required certification for elementary classroom or reading teachers. School reading specialists must have, at a minimum, three years’ successful experience as a reading coach/specialist, reading interventionist, and/or as a highly successful elementary classroom teacher as demonstrated by state/district school assessments. It is strongly encouraged that those filling this position have experience that includes success with struggling readers in Grades K-3. It is highly recommended that those filling this position have or are pursuing reading/literacy credentials or certification. School reading specialists must also:

- Demonstrate depth of knowledge, skill, and experience in the critical areas of beginning/foundational reading (Phonological and Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, Reading/Writing Connection).
- Display exceptional abilities to work with both adults and students.
- Exhibit strength in professionalism and in communication skills.
- Demonstrate characteristics of an on-going learner.

SELECTION: ARI-funded school reading specialists whose qualifications align with this job description will be selected according to the hiring policies of the district. This position requires no administrative experience; however, teacher leader qualifications are preferred.

SUPERVISOR/SUPPORT: The district determines the supervision of the ARI-funded school reading specialists. The ARI will provide support to deepen the knowledge and skills necessary to fulfill the job description. The district and ALSDE ARI staff will ensure, with this contract and by monitoring, adherence to this job description.
EMPLOYMENT TERMS: A minimum of a nine-month contract is recommended in order to fulfill this job description. Reading Specialists will not be employed to function as school administrators, assistant principals, full-time reading interventionists, classroom teachers, or substitute teachers.

GENERAL DUTIES: In order to ensure that all students are reading on or above grade level by the end of third grade, the duties of the ARI-funded school reading specialists will be to spend full school days:

- Coaching teachers in K-3 classrooms each day to improve professional practice during reading and literacy instruction (English language arts/reading block). This will include working side-by-side with teachers to successfully improve instruction, implement lessons, and accelerate intervention so that all students are reading on or above grade level by third grade; making a year’s growth in reading achievement; and/or are making a year’s growth plus catch-up growth.
- Providing daily targeted intervention to at least one group of struggling readers.
- Working with the LEA ARI key contact, LEA lead reading specialist, school administrator(s), teachers, community stakeholders, and ALSDE-ARI personnel to successfully implement reading/literacy plans according to the ARI Professional Learning Support Plan for Districts and Schools and the 2016 Revised Alabama Course of Study: English Language Arts.
- Working with the LEA ARI key contact and the LEA lead reading specialist to turn around reading and literacy content knowledge and skills training necessary to effectively impact the instructional practice of teachers in kindergarten through third grade students according to the district’s ARI Professional Learning Support Plan for the school.
- Assisting the administrator(s) and teachers in utilizing assessment tools (universal screeners, diagnostic, formative, and summative) and reports to support all students and improve results for student groups that have historically struggled to meet proficiency standards—in particular, students from economically disadvantaged backgrounds, English language learners, students showing characteristics of dyslexia, and/or are receiving special education services.
- Collaborating with administrators and kindergarten through third grade teachers to analyze and to act upon data that will inform instructional decisions, professional practices, and individual teacher professional learning to change student performance trajectories.
- Working with administrators and teachers to facilitate lesson studies, lead professional learning communities, and identify targeted professional learning needs according to the District’s ARI Professional Learning Support Plan for the school.

SUPPORT DISTRICT ARI PROFESSIONAL LEARNING PLAN FOR THE SCHOOL

- Adhere consistently to an LEA/ARI-approved schedule that includes time in preplanned, daily coaching cycles with teachers, professional learning communities, and daily intervention instruction with at least one group of struggling readers so that reading goals are achieved.
- Demonstrate increasing expertise in evidence-based reading instruction appropriate to Grade K-3 Foundations, Reading, Speaking and Listening, and Writing Standards in order to impact the goal of students performing at or above grade level in reading by the end of third grade.
- Plan and/or facilitate professional learning opportunities that will assist teachers in targeting student reading deficits; facilitating professional conversations; fostering student engagement; assessing student learning; reflecting on professional practice; or identifying next learning steps in order to achieve state, district, and school reading goals.
- Participate actively and cooperatively in all ARI support visits and trainings in order to meet agreed-upon personal outcomes and all school, state, and district-established reading goals. Actively seek help and support to grow in knowledge, skills, and expertise in reading.
• Model exemplary work ethic by actively coaching teachers, teaching struggling readers, and participating as a fully functioning member of the school staff daily so that teacher capacity is built and efficacy is achieved.

• Coach teachers in instruction of students for all tiers of reading in order to reach the goal of students performing at or above grade level in reading by the end of third grade.

• Assist school administrators and teachers in analyzing and utilizing assessment data in all tiers of reading instruction and making decisions that will increase the reading skills in students in Grades K-3 so that the goal of students performing at or above grade level in reading by the end of third grade is achieved.

• Assist school administrators and teachers in implementing, strengthening, supporting, and organizing reading instruction and reading intervention efforts so that third grade reading data will dramatically improve.

• Reflect on personal coaching practices to evaluate personal impact on changing outcomes for K-3 students in grade-level reading achievement goals.

• Motivate teachers to achieve the goal of all students reading on grade level by the end of third grade in order to build teacher capacity and efficacy related to reading outcomes.

• Exhibit winsome human relations skills that will encourage professionals toward continuous growth in their own learning and challenge students towards ever-increasing levels of academic achievement.

• Plan regularly with school, district, and ALSDE-ARI staff in order to reach the goal of all students reading on grade level by third grade.

• Support local and state reading/literacy efforts—reading councils, reading associations, reading/literacy alliances, literacy outreach, professional educator organizations, and/or higher education collaborations.

I have read and understand the job description for the ARI-FUNDED SCHOOL READING SPECIALIST and understand it in relation to the ARI Professional Learning Support Plan for Districts and Schools and the Memorandum of Agreement Regarding the Use of Alabama Reading Initiative FY2018 Funds.

______________________________  ________________________
Signature of ARI-Funded School Reading Specialist  Date

______________________________  ________________________
Signature of School Principal  Date

______________________________  ________________________
Signature of LEA ARI Key Contact  Date
The ARI
Professional Learning Support Plan
For
Districts and Schools
2017-2020

A Three Year Plan for <Enter District name here>

Developed by: <Enter team member names here>
Date: <Enter date here>

Amount of Allocation Awarded to the District: <Enter amount here>
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Executive Summary
[You may want to insert or modify the following information about the components of the plan, who developed it, who the stakeholders are, any context readers should know, and list the goals and primary action steps so people can get the gist of the your plan here.]

This document describes the components of the <insert District name here> ARI Professional Learning Support Plan, as prepared by <insert names/team name>. There are <insert number> components to this plan:

**Section 1: Connection** - How are the District ARI Professional Learning Support Plan and Other District Improvement Plans Cohesive?
<Summarize here>

**Section 2: Rationale** - Why is Implementing an ARI Professional Learning Support Plan Important for the Students in Our District?
<Summarize here>

**Section 3: Reading/Literacy Vision Statement and Literacy Improvement Goals** - What Do We Want for Our Students in <insert district name here>?
<Summarize here>

**Section 4: Design for Implementing and Supporting Our Schools** - What is Our ARI Professional Learning Support Plan for <insert district name here> District and School(s)?
<Summarize here>

**Section 5: District Expectations- Assessing and Evaluating Progress for Schools** - How Will We Assess, Evaluate, and Be Accountable for Our Plan?
<Summarize here>

**Section 6: LEA PLSP Team Membership and Plan for Communicating and Monitoring Implementation**
How Does Our Leadership Own the Plan?
<Summarize here>

**Section 7: Selection and Verification of Highly Qualified District and School Reading Specialist(s)** - Who is Best Qualified to Implement High Quality Beginning Reading Professional Learning and instruction?
<Summarize here>

**Section 8: Making Decisions Regarding Use of State Funds** - How Will We Utilize Allocated Funds to Ensure High-Quality Beginning Reading Instruction and Professional Learning?
<Summarize here>

**Section 9: Yearly Reporting to the ALSDE** - How Our Students Fared and Our Plans for Improvement
<Summarize here>
Section 1: Connection

How are the District ARI Professional Learning Support Plan and Other District Improvement Plans Cohesive?

[Insert a description of how the District ARI Professional Learning Support Plan connects to other District Improvement Plans and other district initiatives. Here is where you describe that this is connected to other district goals and the district mission, not separate from it.]
Section 2: Rationale

Why is Implementing an ARI Professional Learning Support Plan Important for the Students in Our District?

[Insert the Superintendent’s rationale describing why a focus on reading and literacy improvement is necessary for the students, the district, and school(s). Include an analysis and summary of the data and a descriptor regarding the demands of your learners—here is where you make the case and explain the need(s). You may include supporting information from the local district board of education (BOE). Local (BOE) resolutions may be included in the Appendices.]
Section 3: Reading/Literacy Vision Statement and Literacy Improvement Goals

What Do We Want for Our Students in <insert district name here>?

[Insert a description of the reading and literacy vision statement so that everyone has a common understanding of what the district is trying to achieve. Include the district’s definition of reading literacy or key messages you want to communicate to stakeholders and the public in this section. Include information that describes the district’s three-year timeline for reaching its overarching goals for student reading and literacy learning. Here is where you share your expectations for students. You may include a vision statement from the local board of education (BOE). Local BOE resolutions may be included in the Appendices.]

[Describe the overall literacy improvement/student achievement goals for the district and school(s). Include measurable growth and summative goals that the Plan is designed to support. Here is where you discuss the desired yearly outcomes for the next three years: 2017-2018, 2018-2019, and 2019-2020. For each school receiving support, include annual goals by grade level. The district and school(s) will identify specific and measureable reading and literacy goals that the Plan is designed to address. These goals should correlate to the Connections made in Section 1.]
Section 4: Design for Implementing and Supporting Our Schools

What is Our ARI Professional Learning Support Plan for <insert district name here> District and School(s)?

[In this section, you will communicate the district ARI Professional Learning Support Plan. You should include a plan for implementation at the district and for each school receiving an ARI state allocation for the next three years. The district and school implementations will include specific and measureable reading and literacy goals that the Plan is designed to address. Supports for each school receiving ARI reading funds should be clear and plans for documentation should be outlined. Include a structure of support for schools – administrators, teachers, and students.]

Base your plan on the data analysis and summary of identified needs in Section 2, the vision described in Section 3, and the district and school improvements described in SECTION 4, define the district’s and school(s’) implementation plan for support and the expectations of the ARI-funded reading specialist for the school(s). Include in the description how the LEA ARI Lead Reading Specialist and any other ARI-Funded reading specialists will impact core reading/literacy instruction, professional learning, and reading/literacy intervention in the district and school(s) and how the district plans to support the reading specialist(s) and school instructional leadership.

Describe LEA Use of Funds: Because these are public funds, a detailed accounting of the use of the allocation based on the 2017-2018 ARI-FUNDED SCHOOL READING SPECIALIST JOB DESCRIPTION is mandatory. Detail how the ARI funds will be used (budgeted) to carry out the ARI Professional Learning Support Plan to impact student reading achievement and progress toward reaching, at a minimum, grade-level reading. A detailed budget may be included in the Appendix(ices).

Include the elements below in the design of the School Literacy Implementation Plan that will answer the following questions:

1. How the district will implement, support, and monitor reading content training and professional learning opportunities provided by ARI, the district, and other providers throughout the year that support the areas of need identified in your plan?
2. How will the intended teacher learning outcomes, expectations for implementation of teacher training (from theory, demonstration, modeling to practice), and on-going support for teachers whose student’s learning needs are the greatest be met? Describe how teachers will be supported, coached, and mentored. Identify the personnel who will support teachers and how evidence of the impact of support will be reported.
3. How will specific and measureable reading/literacy goals be determined and how will students be assessed to determine need for increased reading support? Include a plan for assessment (this may be communicated in SECTION 5).
4. How will the district ensure the daily schedule includes sufficient protected time for foundational/beginning reading, and literacy? Include how instruction will look in Tier I/core instruction (whole-group/small-group instruction) and specific plans for Tier II and Tier III intervention. How will the district and school(s) design reading/literacy intervention and enrichment for all students and in particular students in subgroups?
Section 5: District Expectations- Assessing and Evaluating Progress for Schools

How Will We Assess, Evaluate, and Be Accountable for Our Plan?
[Insert a description of district-level expectations for student achievement in reading and literacy. Establish a plan for how schools will be evaluated in relation to district expectations. Include key performance indicators whereby student reading proficiency will be measured and schools will be evaluated. Insert a description of how progress toward goals will be measured and reported. Here is where you add substance of your goal from Section 4. Be sure to describe how you will evaluate student performance for each school receiving an allocation]:

1. Analyze data to identify the greatest areas of need. Include district, school, and grade-level data in your response.
   a. Universal Screening Data to include the following:
      i. 2016-2017 Aspire Reading Data broken down into subcategories and percentages of Ready, Close, and Need of Support.
      ii. Your chosen Key Performance Indicator End-of-Year Reading Data (for example: STAR, Scantron, DIBELS) broken down to reveal skills and/or standard deficits and foundational skills that could be lacking (examples: Phonemic Awareness/Phonics, Fluency, Accuracy, Automaticity)
      iii. Dyslexia Specific Screening Data (see the Alabama Administrative Code (AAC) and utilize the Dyslexia Resource Guide for assessments).
   a. Use the results of your Universal and Dyslexia Specific screening data and determine Tier 1/core instructional changes that are needed in the classroom setting.
   b. Use the results of your Universal and Dyslexia Specific screening data and determine the number of students requiring appropriate evidence-based Tier 2 and Tier 3 interventions; include specific subgroups and gaps between subgroups (specifically gaps among minorities, English language learners, Special Education).

2. Outline the steps that the school will take to evaluate progress in implementing the plan. Based on PART 2 - Design the School Literacy Implementation Plan, consider:
   a. How you will compare baseline data to data collected as the year progresses to include, but not limited to:
      i. Frequency of progress monitoring for interventions.
      ii. Frequency of problem-solving team (PST) meetings to analyze data and make instructional and intervention adjustments.
   a. How you will assess the implementation of professional learning provided throughout the year to include, but not limited to:
      i. Student achievement data.
      ii. Implementation of job-embedded professional learning opportunities.
      iii. Implementation and frequency of the coaching cycle.
   a. How will your district evaluate support for English language learners and other identified subgroups with scores below the expected state grade-level reading achievement for Grade 3?
   b. How will your district evaluate annual student growth and catch-up growth for all students?
      i. Describe the role administrators, reading specialists, and teachers will have in assuring all students are achieving a year’s worth of growth for a year’s worth of instruction?
      ii. Describe the role administrators, reading specialists, and teachers will have in assuring all students who are below grade level in reading are receiving appropriate interventions for catch-up growth?

3. How will the problem-solving team analyze screening and progress monitoring data to assist teachers in planning and implementing appropriate instruction and intervention that closes the gap for all students with academic and/or behavioral difficulties, including those students who exhibit the characteristics of dyslexia?
Section 6: LEA PLSP Team Membership and Plan for Communicating and Monitoring Implementation

**How Does Our Leadership Own the Plan?**

[Describe *here* the process for communicating the plan to schools, principals, reading specialists. Describe how the district and team will monitor implementation of the plan over the next three years (oversight of plan from the district-level key contact, analysis of data – specifically identifying subgroup data and action taken to correct reading deficits, monitoring of data, intervention plans, support for students in Grades K-3 who are not reading at grade level, schools and reading specialists, monitoring of job description requirements, assuring coaching schedules, professional learning scheduling, intervention scheduling, adjustments to the plan, schedule of meetings, setting up task forces to get specific tasks completed, etc.]

[Outline the steps that the district and school(s) will take to monitor progress in implementing the plan.]

[Insert in the table below a list of all team members, roles, and contact information. Include LEA ARI Key Contact and LEA Lead Reading Specialist, school principal(s), and reading specialist(s) for each school included in the plan for which ARI funds are being utilized.]

### LEA PLSP Team Membership

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<th>Title/Role</th>
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Section 7: Selection and Verification of Highly-Qualified Reading Specialist(s):

Who is Best Qualified to Implement High-Quality Beginning Reading Professional Learning and Instruction?

[Include in the table below the Name, School Assignment, and Certification/Qualifications of any ARI-Funded School Reading Specialist(s) as outlined in the 2017-2018 ARI-FUNDED SCHOOL READING SPECIALIST JOB DESCRIPTION. Include in this table (as described in the District MOA) the name of the LEA ARI Key Contact who will oversee reading through the ARI Professional Learning Support Plan and the name of the LEA Lead Reading Specialist with responsibility for ARI professional learning turn-around.]

<table>
<thead>
<tr>
<th>Name</th>
<th>District or School Assignment</th>
<th>Title</th>
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Section 8: Making Decisions Regarding Use of State Funds

How Will We Utilize Allocated Funds to Ensure High-Quality Beginning Reading Instruction and Professional Learning?

1. Describe how you will utilize the ARI allocation of state funds (budget) to support your ARI Professional Learning Support Plan (include allocation of funds by school and purpose, allocation of time spent coaching per teacher and/or grade level, allocation of time spent providing intervention for struggling students, allocation of time spent in providing job-embedded professional learning and content training for educators) and how you will utilize the ARI-Funded School Reading Specialist Job Description to support to your lead district reading specialist and school reading specialists as outlined in the Memorandum of Agreement.
Section 9: Yearly Reporting to the ALSDE

How Our Students Fared and Our Plans for Improvement – 2017 to 2020

The district will submit a summary report to the ALSDE and ARI for each year of implementation.

[Describe here to include]:

1. Overall student achievement for the 2017-2018 school term. Include key performance indicator data whereby student reading proficiency was measured. After analysis of the evidence yielded by these data and the conclusions drawn from monitoring your district’s plan, summarize the results to include the following:
   a. How success was achieved (meeting or exceeding the goal or significant progress toward the intended annual reading achievements goals).
   b. How plans for improvement for the district, for each school overall, and by grade level for each school receiving ARI funding for reading support will inform and impact implementation of your plan. Describe the actions you will take including, but not limited to:
      i. Instructional decisions (schedules, calendars, and supports for tiered instruction/RtI, core instruction, whole-group/small-group instruction, intervention, etc.).
      ii. Professional learning decisions and decisions for programs and supports.
      iii. Decisions for parent and community engagement plans.
      iv. Decisions regarding use of funds.
   c. How students in identified subgroups fared in comparison to all students and plans for sustaining or improving outcomes. Include decisions made regarding goals for the district and school(s) for the 2018-2019 school term based on data, monitoring of implementation, supports, structures, use of funds as related to intended outcomes.
   d. How plans will be sustained, modified, or how innovations will be implemented given district and school reading/literacy achievement outcomes.
   e. What are supports necessary for district and school improvement and the plan for acquiring needed support? Include information related to adjustments of reading/literacy achievement goals for the district, school(s), and grade levels impacted by the plan.
      i. Include a description of the screening, diagnostic, formative (BOY and MOY benchmark assessments) and summative assessments (EOY assessments) your district and schools will utilize.

2. Describe how you will report district and school progress to schools, teachers, parents, students, and community stakeholders.
Appendices

[May include items described in the body of the plan like]:

1. Data charts, graphs, tables.
2. Description of schools and school demographics.
3. District and/or school(s) literacy/reading framework(s).
4. Budget for use of funds.
5. Data-driven professional learning designs for teachers, support staff, principals, and other administrators.
6. Specific program elements.
7. Description of assessment tools.
8. School board decisions, resolutions, and/or letter of support.
9. Support for parents and caregivers.
10. Community partnerships.
11. Other.
# ALABAMA READING INITIATIVE
ALABAMA STATE DEPARTMENT OF EDUCATION

2017-2018 ARI-FUNDED READING SPECIALIST VERIFICATION FORM
Please complete a form for each state-funded ARI-Funded Reading Specialist in your LEA.

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<th>School System/LEA</th>
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<th>ARI-Funded Reading Specialist Name</th>
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<th>K-3 School Assignment</th>
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Indicate if this is your LEA ARI lead reading specialist

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<th>____ Yes</th>
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This state-funded ARI Reading Specialist is a:

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<th>____ Returning ARI Reading Specialist</th>
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<tr>
<td>____ New ARI Specialist (If the new specialist is replacing a former ARI specialist, please provide the name of the previous specialist so that we may update our database.)</td>
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Name of Previous ARI Reading Specialist: ________________________________

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**Signature of LEA ARI Key Contact**

This signature verifies that the above-named, state-funded ARI Reading Specialist holds the qualifications outlined in the ARI Job Description, MOA, and the ARI-PLSP for Districts and Schools.

Signature: ____________________________ Date: ____________

Completed forms may be e-mailed to Mrs. Karen Porter, ARI Program Coordinator, at ari@alsde.edu, faxed to 334-353-5455 or mailed to: Alabama Reading Initiative, Alabama State Department of Education, P.O. Box 302101, Montgomery, AL 36130-2101