Guidance for LEA-Level Plan Submission

Arizona's Move on When Reading literacy initiative refers to A.R.S §15-701, §15-704 and §15-211. The focus of the legislation is to improve the foundational literacy achievement of K-3rd grade students via early intervention and prevention of reading difficulties.

This document is intended to provide technical guidance for accepting and aggregating information on the MOWR **K-3 LEA Literacy Plan portal** which will be submitted electronically to the Arizona Department of Education for approval. It is important that the information entered is accurate and complete and that it reflects the current school year's plan for literacy support for all kindergarten through third grades served this year.

School literacy plans must first be submitted to the LEA (district/charter) approver in time to be aggregated into a final district plan that is submitted to ADE by October 1. All district plans will be reviewed by ADE staff for completion and quality upon submission.

Steps for ADE Connect and MOWR Home Page

*For those individuals who are both School and LEA Approver, there will be two MOWR portal links in ADEConnect, one for the school entity **and** one for the district/charter entity. For this second step as the LEA Approver, ensure all schools in your district/charter have first submitted their school literacy plans.

- This document is only guidance for the LEA Approver step.
- **This step will submit your aggregated district plan to ADE.**

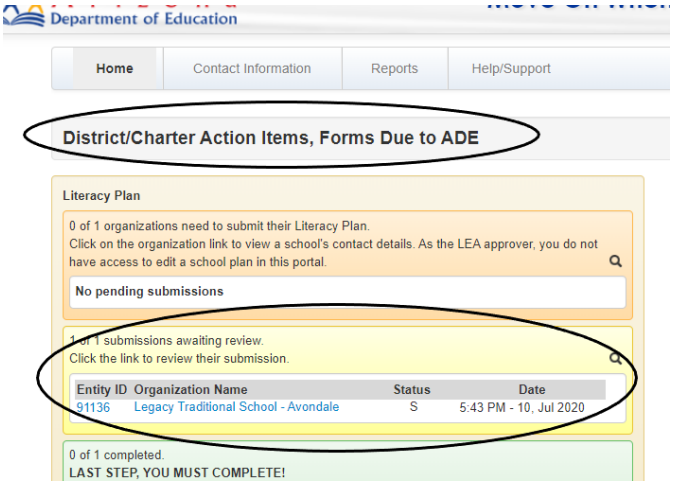
1. Log in to ADEConnect and select the Move on When Reading link to enter the MOWR portal as the LEA Approver.

**Note: A link to ADE Connect can also be found at www.azed.gov. All user account permissions are managed by the district/school Entity Administrator. If you do not have MOWR permissions in ADE Connect, contact your district Entity Administrator for access. For guidance on the process for adding new MOWR contacts through ADE Connect, see this document: https://cms.azed.gov/home/GetDocumentFile?id=5b58aa641dcb2513e81ceeb0.

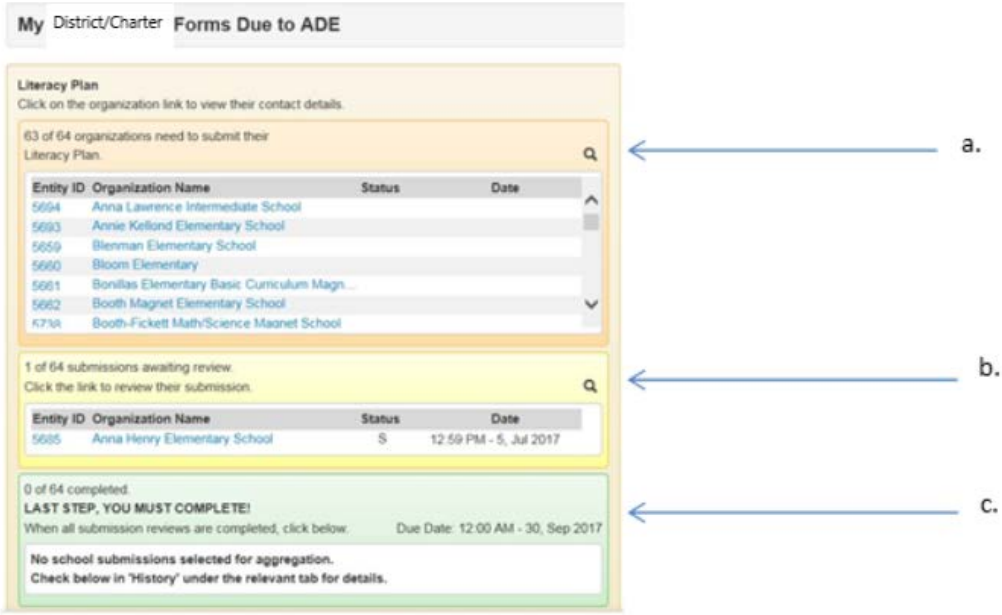
**For an Entity Administrator directory, visit https://home.azed.gov/PublicSite/.

2. Verify accurate LEA Approver permission status in upper right corner of screen.

3. Locate heading: **'District/Charter Items, Forms Due to ADE** and find **'Literacy Plan'** box on left side.



a. The first orange box lists the school(s) that have not yet submitted a school plan to the LEA.
   i. Or schools who have plans that were rejected (R) to be corrected.
   ii. This box is not accessible for edits by LEA Approvers.
b. The second yellow box lists the school(s) that have submitted plan(s) and are awaiting review.
c. The third green box indicates where all school plans will appear with one aggregated district-level plan.
   i. Once a school has been reviewed and accepted for aggregation, you will see a hyperlink in this last box to *"Click here to combine all school submissions and submit to ADE".*



4. Click on a school name inside the second yellow box (b.) to review and aggregate the school literacy plan. This step will be repeated for all schools (if more than one), prior to submitting to ADE.

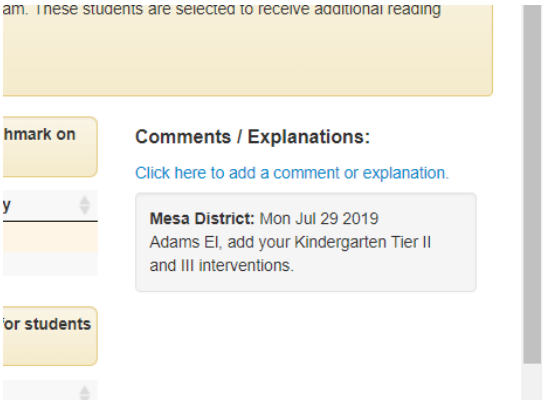
**Note: If you are a single-site charter and/or the same School Approver and LEA Approver, you are reviewing your own school's literacy plan, accepting that plan for aggregation, and submitting that aggregated plan to ADE. Continue to follow these steps.

Steps for Reviewing School Submissions

The essential components of the K-3 Literacy Plan are separated by core reading program, intervention program, assessment plan, professional development plan and final requirements. Each of these components is listed on a red tab across the top of the screen when a school literacy plan is opened. Click on each component tab to open that section and review the information provided by the School Approver. For each section, you will either **"Accept for Aggregation"** or **"Reject".**

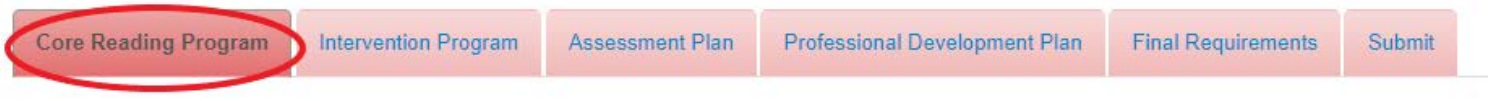
**Note: An LEA Approver is not able to make changes or edit any school information. If information needs to be changed, an LEA Approver will need to reject the portions of the plan which need correcting, reject the overall form, and the school approver will need to repeat the submission process.

As you review each school's plan, there is a section for LEAs and School Approvers to include comments/explanations. These school-level comments are not viewed by ADE/MOWR team, however can be helpful for School Approvers if corrections are needed. Once a comment has been added, it cannot be deleted.

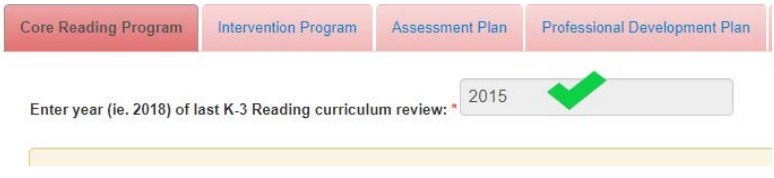


Core Reading Program

After opening the school plan for review, click on the **Core Reading Program** tab a the top and follow the steps below to review all required information for this section. Your acceptance for aggregation of each school's literacy plan, is verifying the information is complete and accurate for this current school year's K-3 goals.

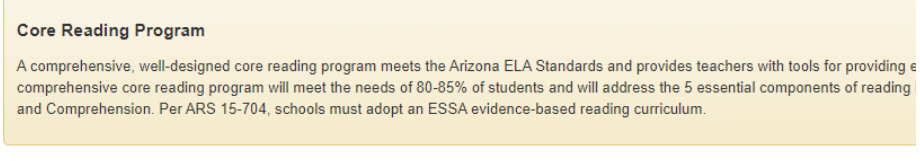


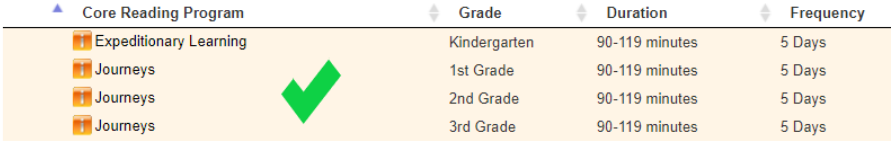
1. Year of last K-3 Reading curriculum review: Verify the year the current core reading program was most recently reviewed by the school/district. This may be different from adoption year if a literacy team has aligned the material with current standards, district benchmarks, etc. since original program adoption.



2. Core Reading Program: Verify that at least one evidence-based core reading program is listed, including the duration and frequency of instruction for each program.

   - Evidence-based Program(s): Only the core program(s) primarily used by each grade level for this current school year should be listed.
   - Duration and Frequency: It is recommended that all K-3 students receive a minimum of 90 minutes of Tier 1 Core reading instruction 5 days per week or 450 minutes per week. This information should align with the schedule uploaded in the final requirements.





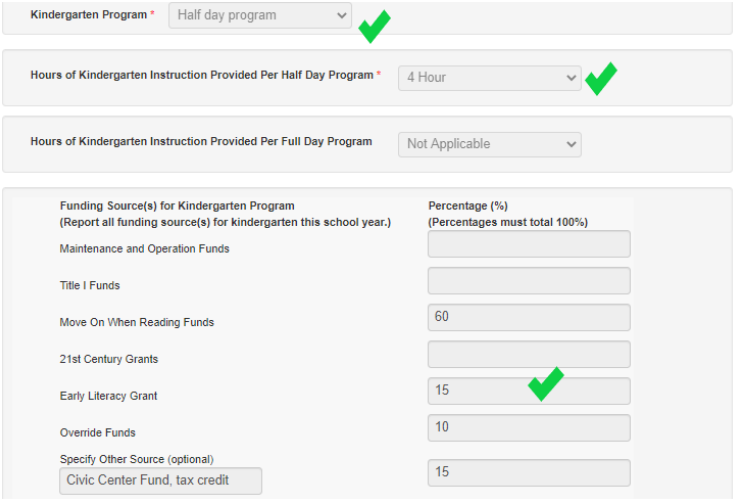
Core Reading Program	Grade	Duration	Frequency
Expeditionary Learning	Kindergarten	90-119 minutes	5 Days
Journeys	1st Grade	90-119 minutes	5 Days
Journeys	2nd Grade	90-119 minutes	5 Days
Journeys	3rd Grade	90-119 minutes	5 Days

3. Kindergarten Program(s): Verify information entered about this year's kindergarten program (half day program, full day program, both half day and full day, or not applicable) is accurate.

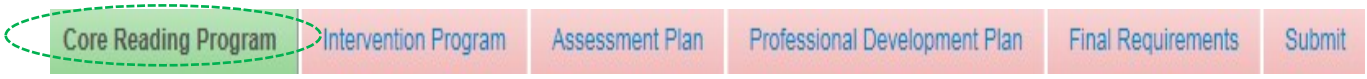
   - **If a school does not serve kindergarten, other kindergarten fields are disabled.**

4. Kindergarten Program Hours: Verify school has entered appropriate Full Day/Half Day/Both hours of kindergarten operation (school day hours), as applicable.

5. Funding Source(s) for Kindergarten Program: Each school will report the funding % for all kindergarten programs (full, half, or both) combined. More than one source can be identified. Verify the anticipated funding source at the time of entering the literacy plan.

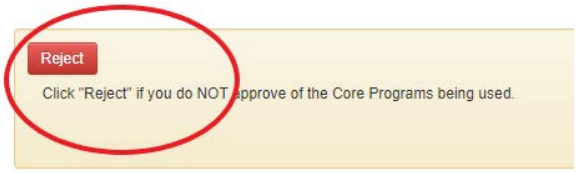


6. Accept for Aggregation: After confirming that all information in the **Core Reading Program** tab is entered accurately, click the blue Accept for Aggregation button in the lower right corner of the screen. The Core Reading Program tab at the top of the page will turn green if all requirements for the section are complete.



7. (or) Reject: If any component of this section is inaccurate, click the red Reject button to disapprove this section.

**Note: Plans that do not include information for all applicable K-3 grade levels served at any time this current school year, must be rejected.



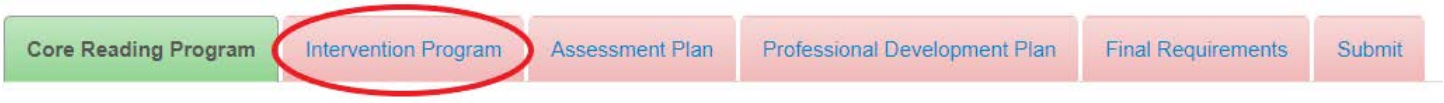
- Clicking the Reject button for any section, will only keep the tab at the top red. Only sections *rejected* can be edited and corrected by the School Approver. The School Literacy Plan will not be sent back to the School Approver until you click "Reject Form" on the last Submit tab.
- Continue review of each tab, prior to approving or rejecting entire literacy plan.

**Reminder: Comments can be helpful for the School Approver when a plan is rejected and needs to be edited.

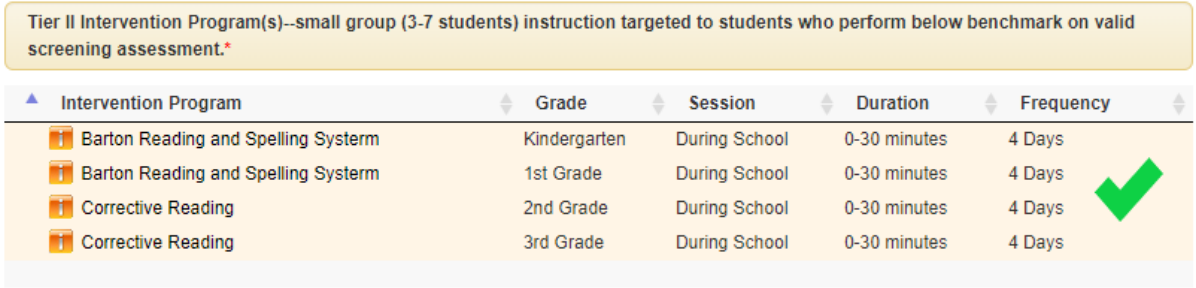
**These school-level comments are not viewable by ADE/MOWR team.

Intervention Program

Click on the **Intervention Program** tab at the top and follow the steps below to review all required information for this section of the literacy plan.

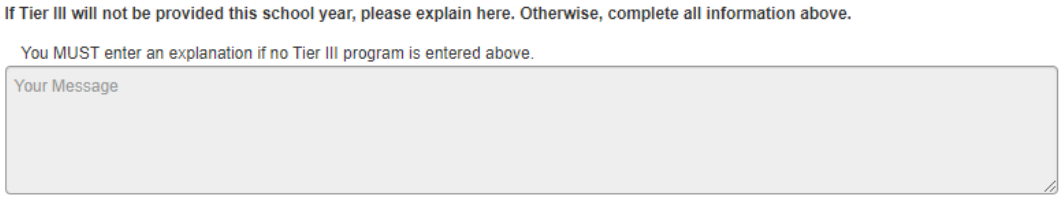


1. Tier II- Intervention Program(s): Each school should have at least one Tier 2 intervention program name, session, duration of instruction, and frequency of intervention per grade level. More than one intervention program may be entered per grade level, if needed.
    - Session: Tier 2 interventions are provided for the students (before, during, after school).
    - Duration: Daily duration spent on Tier 2 intervention.
    - Frequency: Number of days per week spent on Tier 2 interventions
        - It is recommended that all students approaching benchmark receive a minimum of 15 minutes of skill-specific intervention at least 3 days per week. This instruction is provided before, during, or after school in addition to the 90 minutes of Tier 1 core reading instruction.

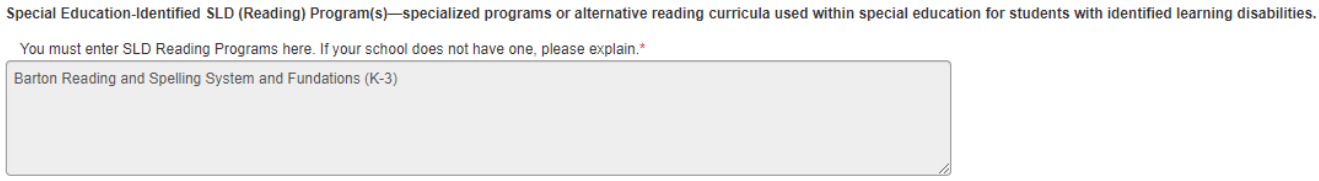


Intervention Program	Grade	Session	Duration	Frequency
Barton Reading and Spelling Systerm	Kindergarten	During School	0-30 minutes	4 Days
Barton Reading and Spelling Systerm	1st Grade	During School	0-30 minutes	4 Days
Corrective Reading	2nd Grade	During School	0-30 minutes	4 Days
Corrective Reading	3rd Grade	During School	0-30 minutes	4 Days

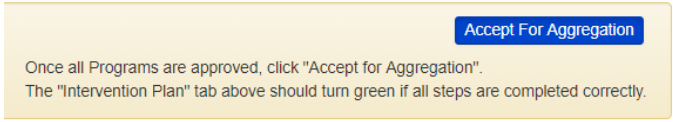
2. Tier III-Intensive Intervention Program(s): Each school should have at least one intensive intervention program name, session, duration of instruction, and frequency of intervention per grade level. More than one intervention program may be entered per grade level, if needed.
    - It is recommended that all students approaching benchmark receive a minimum of 15 minutes of skill-specific intervention at least 3 days per week. This instruction is provided before, during, or after school in addition to the 90 minutes of Tier 1 core reading instruction.
    - If student population does not require intensive intervention and no Tier 3 information is provided in plan, a brief explanation must be answered. Otherwise, this area is left blank.

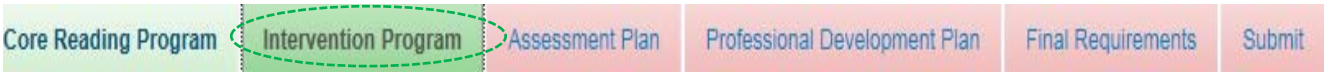


3. Special Education-Identified SLD (Reading) Program(s): Review the name of all programs used for reading instruction in Special Education K-3.

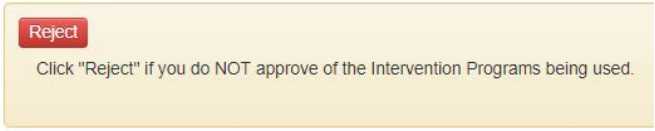


4. Accept for Aggregation: After confirming all **Intervention Program** information is entered accurately, click the blue Accept for Aggregation button on the lower right corner of the screen. The **Intervention Program** tab at the top of the page will turn green if all requirements for the section are complete.





5. Reject this section if needed: If any component of this section is inaccurate, click the red Reject button to disapprove this section.
    - Plans that do not include Tier 2, Tier 3, and SPED programs for all applicable grade levels K-3 must be rejected.
    - The section tab will remain red.
    - Please add any helpful comments/explanations for the School Approver.
    - Continue reviewing other sections.



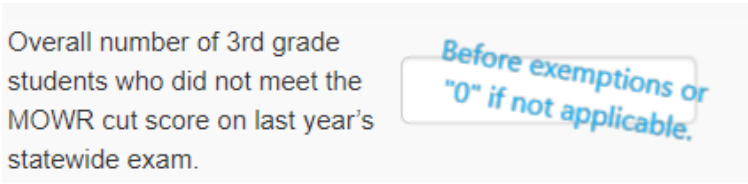
Assessment Plan

Click on the **Assessment Plan** tab at the top and follow the steps below to review all required information for this section of the literacy plan.

1. 3rd Grade Reading: 3rd Grade Reading Statewide Assessment data has been automatically populated to indicate the number of 3rd grade students who scored highly proficient, proficient, partially proficient, and minimally proficient on the most recent statewide ELA assessment.
    - If this number is different from school records, it may be because data from FAY (full academic year) and NON-FAY student performance is included in this data.

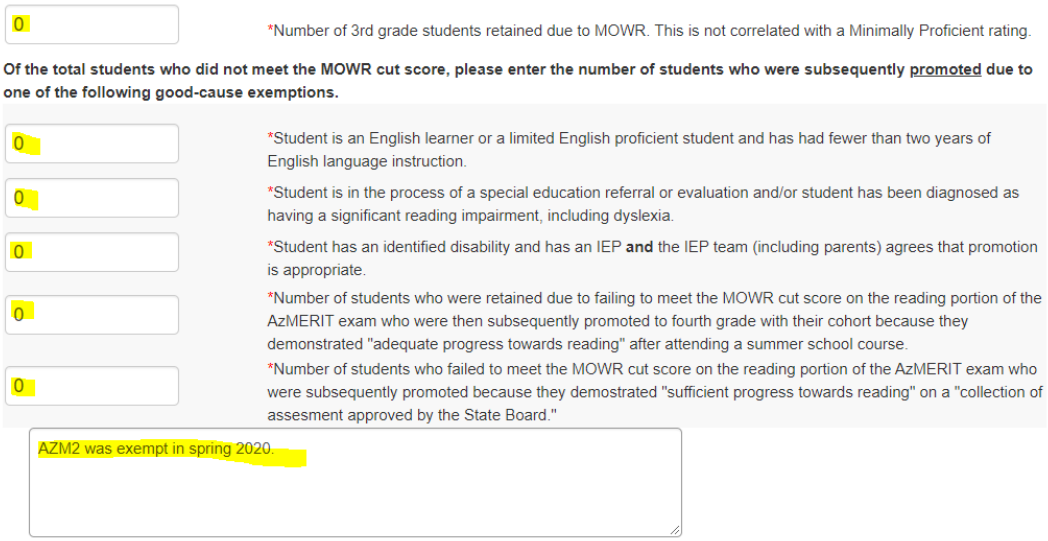
2. Overall number of 3rd grade students who did not meet the MOWR cut score on last year's statewide exam: Below the table, verify accuracy of the number of 3rd grade students who did not meet the MOWR cut score on last year's statewide assessment, prior to any possible exemptions.
    - This is not correlated with a Minimally Proficient rating.
    - If all 3rd grade students met the cut score, or this is not applicable, a value of "0" must be entered in this field.

    **Note: The school/district test coordinators can locate these numbers in column Z of the score report spreadsheet. For assistance with this data, please contact the ADE AzM2 inbox at azmerit@azed.gov. The MOWR team does not have access to this information.

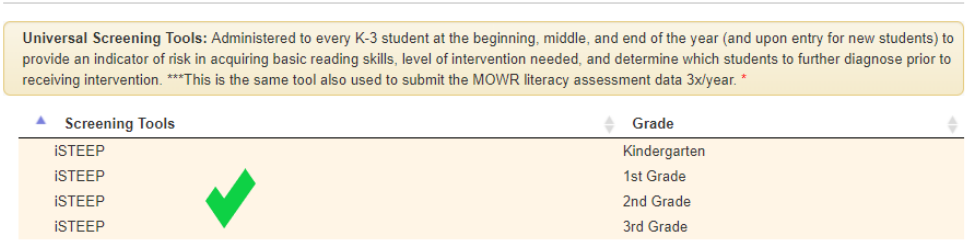


3. Students Retained: Verify the total number of 3rd grade students retained due to MOWR. This is not correlated with a Minimally Proficient rating.
    - Third graders may also be retained due to other educational reasons. (Do not include that count in this field.)
    - Enter “0” if no students were retained due to MOWR or if not applicable.

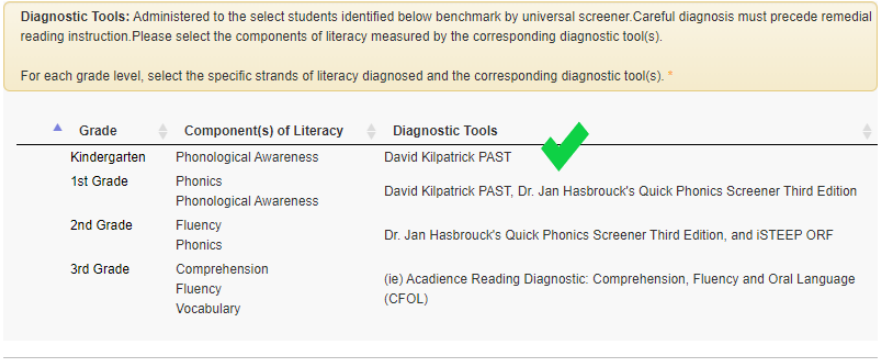
4. Exemptions: Of the total students who did not meet the MOWR cut score, please enter the number of students who were subsequently *promoted* to fourth grade due to one of the legislative good-cause exemptions.
    - All boxes must have an entry. If no students were exempted in any particular category, please enter “0” in the field.



5. Universal Screening Tool(s): All K-3 students are screened for reading difficulties, including characteristics consistent with dyslexia, in the fall, winter, and spring benchmark periods.
    - Schools only had the option to select one of the ADE approved Universal Literacy and Dyslexia Screeners or select ***“*Using 2020-21 to select an approved screener”***
    - 2020-21 is the year which all schools are to be in the process of reviewing, selecting, and training for an approved universal screener; with full implementation in the 2021-22 school year.
    - **Reminder, this is the same tool used to submit the literacy assessment data 3x/year.**



6. Diagnostic Tool(s): Students who were identified as not meeting grade-level benchmarks should be further assessed using an appropriate diagnostic tool to determine intervention deficits and intervention grouping. Verify that the appropriate tool(s) are used to measure early literacy skill deficiencies and determine intervention placement.
    - It is recommended that schools diagnose students within 2 weeks of any universal screening period, or as soon as possible.


Diagnostic Tools: Administered to the select students identified below benchmark by universal screener.Careful diagnosis must precede remedial reading instruction.Please select the components of literacy measured by the corresponding diagnostic tool(s).

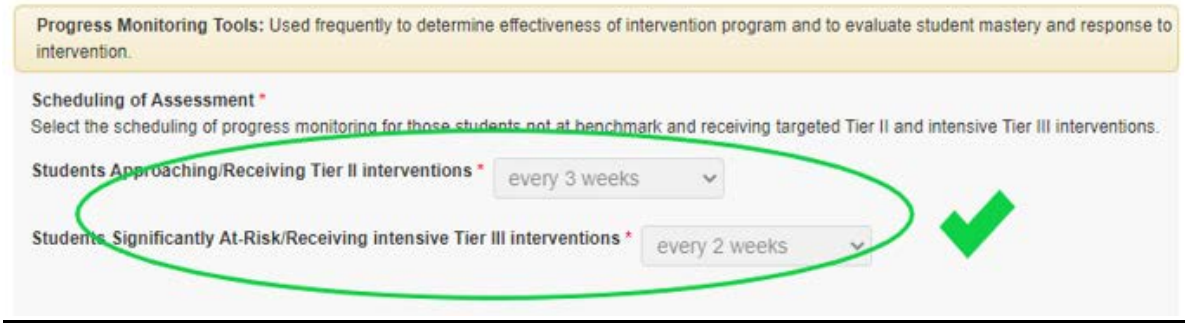
For each grade level, select the specific strands of literacy diagnosed and the corresponding diagnostic tool(s). *

Grade	Component(s) of Literacy	Diagnostic Tools
Kindergarten	Phonological Awareness	David Kilpatrick PAST
1st Grade	Phonics Phonological Awareness	David Kilpatrick PAST, Dr. Jan Hasbrouck's Quick Phonics Screener Third Edition
2nd Grade	Fluency Phonics	Dr. Jan Hasbrouck's Quick Phonics Screener Third Edition, and iSTEEP ORF
3rd Grade	Comprehension Fluency Vocabulary	(ie) Acadience Reading Diagnostic: Comprehension, Fluency and Oral Language (CFOL)

7. Progress Monitoring Tools: Verify that the frequency of progress monitoring aligns with the practices intended to be in place for the current school year.

    - Progress monitoring is a legislative requirement and the option "Not currently being implemented" should not be selected.

    - It is recommended that progress monitoring happens more frequently as level of risk increases.


Progress Monitoring Tools: Used frequently to determine effectiveness of intervention program and to evaluate student mastery and response to intervention.

Scheduling of Assessment *

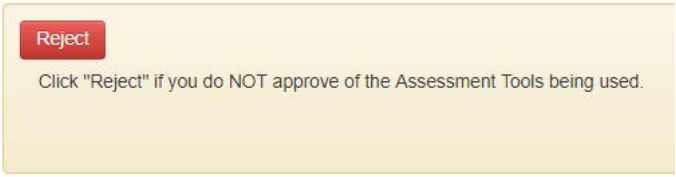
Select the scheduling of progress monitoring for those students not at benchmark and receiving targeted Tier II and intensive Tier III interventions.

Students Approaching/Receiving Tier II interventions * every 3 weeks

Students Significantly At-Risk/Receiving intensive Tier III interventions * every 2 weeks

8. Accept for Aggregation: After confirming that all **Assessment Plan** information is entered accurately, click the blue Accept for Aggregation button on the lower right corner of the screen. The **Assessment Plan** tab at the top of the page will turn green if all requirements for this section are complete.

9. If any component of this section is inaccurate, click the red Reject button to disapprove this section.
    - Plans that do not include screening, diagnostic, and progress monitoring information for all **applicable grade levels K-3 must be rejected.**
    - The section tab will remain red.
    - Please add any helpful comments/explanations for the School Approver.

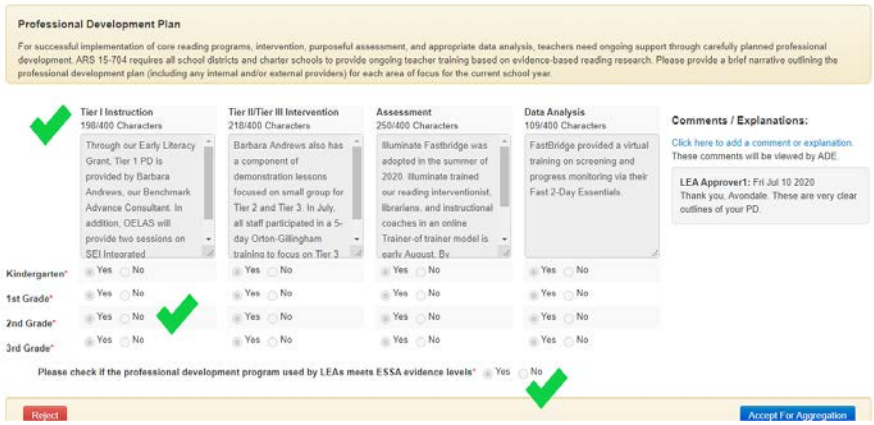


Professional Development Plan

Click on the **Professional Development** tab at the top and follow the steps to review all required information for this section of the literacy plan.

1. Professional Development Plan: A professional development plan is aligned with data and addresses the needs for instructional improvement. The Literacy Leadership Team is involved in the planning of professional development. For teachers/support staff at each grade level, report the provider of professional development planned throughout the year in Tier 1 instruction, Tier 2/3 intervention, assessment, and data analysis.

    a. Each textbox should include a clarifying description.
    b. Only the K-3 grade levels served this year should be selected 'Yes' below each category.
    c. Professional development is often provided by curriculum and assessment vendors, and/or professional reading experts (i.e. Teaching Reading Effectively, LETRS, etc.). Verify evidence-based PD is being provided. (Yes/No)

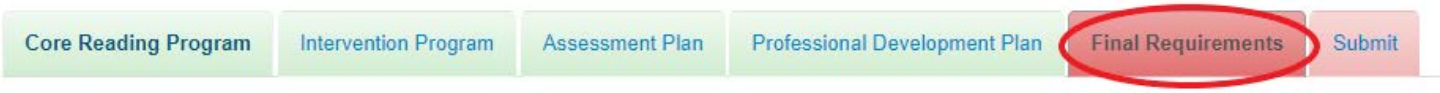


2. Accept for Aggregation: After confirming that all **Professional Development Plan** tab information is entered accurately, click the blue Accept for Aggregation button in the lower right corner of the screen. The **Professional Development Plan** tab at the top of the page will turn green if all requirements for the section are complete.

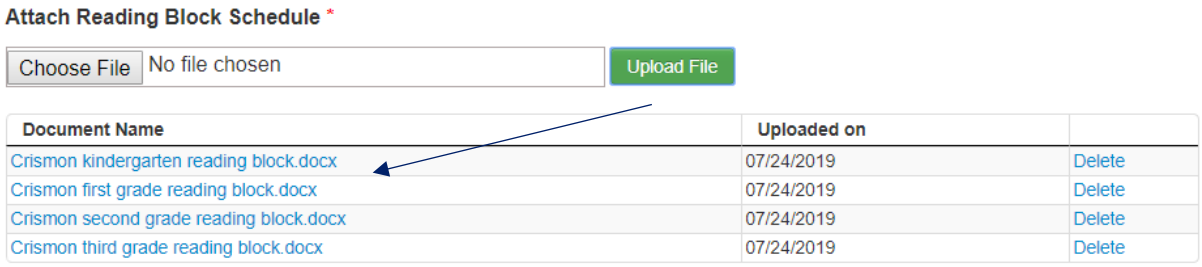
3. (or) Reject: If any component of this section is inaccurate, click the red Reject button to disapprove this section
    a. Plans that do not include information for all applicable grade levels K-3 must be rejected.
    b. The section tab will remain red.
    c. Please add any helpful comments/explanations for the School Approver.

Final Requirements

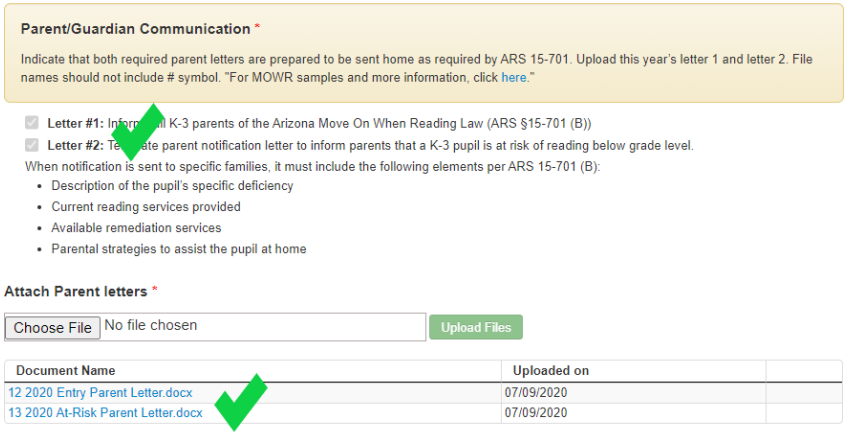
Click on the **Final Requirements** tab at the top and follow the steps below to review all required information for this section of the literacy plan.



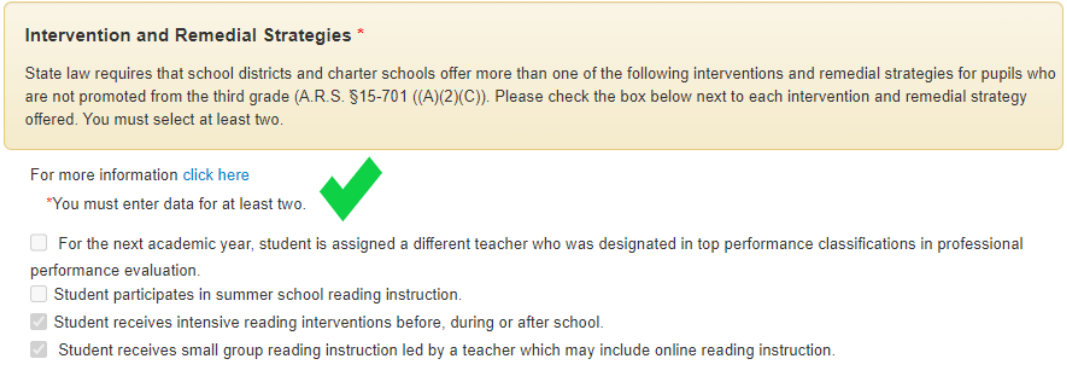
1. Master Reading Block Schedule: A copy of each school's master reading block schedule should be retained at the district office for documentation purposes **AND** uploaded in individual school literacy plans. Verify that schedule has been attached to the plan and is listed in blue text under **Document Name.**
    - Click on the file name to review the attached document(s). If the correct schedule has *not* been attached, the final requirements tab must be rejected.



2. Parent/Guardian Communication: Parent letters must be sent home two times during the school year. Verify that the boxes for each letter are checked and the letters have been attached. Click on the file name to review the attached letters.
    - ADE has templates available online. http://www.azed.gov/mowr/mowr-for-administrators/
    - Templates should be modified to match each schools' individual plans for students at-risk.



3. Intervention and Remedial Strategies: Verify that the boxes next to **at least two** remedial strategies have been selected for students who do not meet the MOWR cut score in third grade.
    - If no students failed to meet the MOWR cut score, schools should have selected two remedial strategies they use for pupils approaching or at-risk.



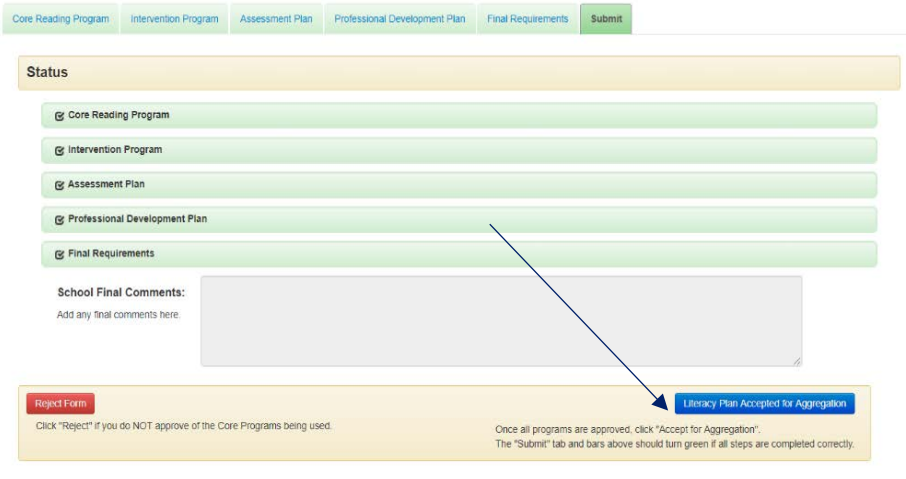
4. Accept for Aggregation: After confirming that all **Final Requirements** information is entered accurately, click the blue Accept for Aggregation button in the lower right corner of the screen. The **Final Requirements** tab at the top of the page will turn green if all requirements for the section are complete.
    - The Submit tab will also turn green with this step.

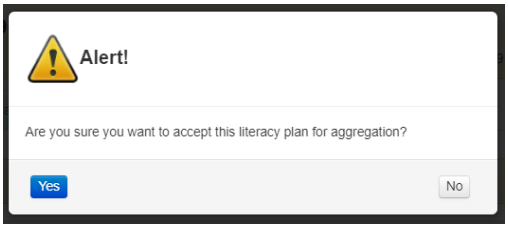
5. <u>(or) Reject:</u> If any component of this section is inaccurate, click the red Reject button to disapprove this section.

Submit to ADE or Reject to School Approver

Once all tabs have been reviewed and either accepted for aggregation or rejected, click on the **Submit** tab at the top and follow the steps below to either submit to ADE or reject form.

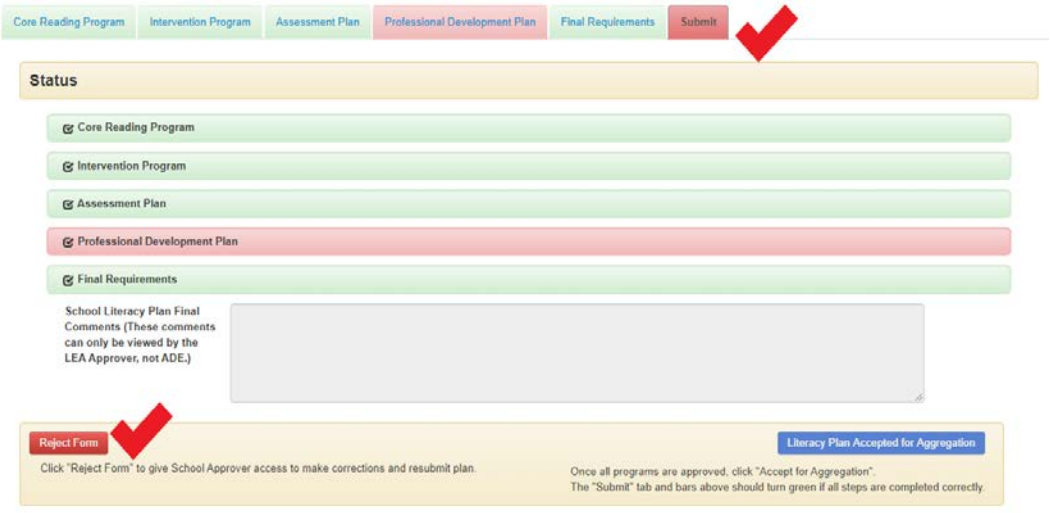
1. <u>Approving School Plan</u>: Verify that all sections of the plan are complete and the tabs at the top have changed to green. Only once all tabs have turned green, is the blue Literacy Plan Accepted for Aggregation button in the lower right corner accessible. If any tabs are still red, the Literacy Plan Accepted for Aggregation tab is not functionable.
    a) Click Literacy Plan Accepted for Aggregation
    b) A pop-up Alert! message will ask if you are sure you want to accept this literacy plan for aggregation. If you are sure, click 'Yes'.
    c) The plan is now ready to review as part of the aggregated district plan. **<u>This does not submit to ADE.</u>**
    d) The program will be automatically redirected to the MOWR homepage.
    e) The newly accepted school plan will now be listed in the third green box.
    f) Continue to next section Final Aggregation of All Schools and Budget Information



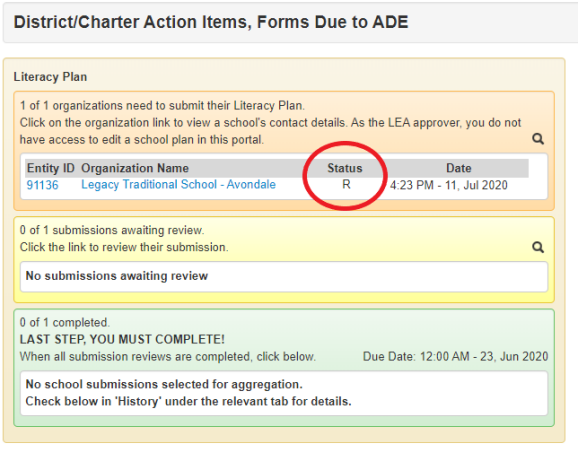


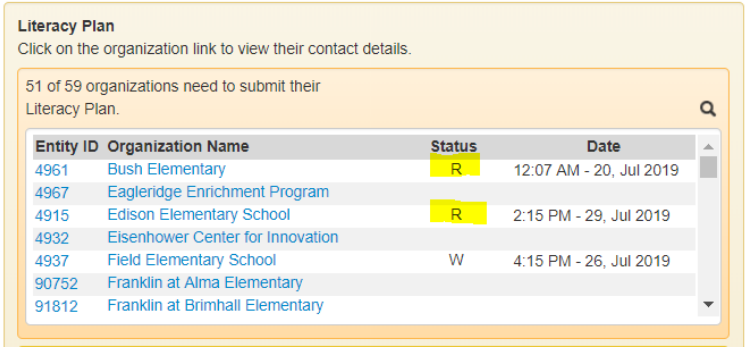
2. Rejecting a School Literacy Plan: If any tabs were individually rejected, they will remain red and the plan will need to be rejected for correction. The school plan will go back to the school level approver for editing. The comments/explanations box(es) within each tab of the plan can be utilized to communicate the areas of need with the school approver.

   a) Click on the final Submit tab across the top.
   b) Click the red Reject Form button in the bottom left hand corner.
      - This gives access back to School Approver to edit the tab which was rejected only.
      - Tabs that were approved are no longer accessible by the School Approver.
      - Further guidance documents are available on revising a rejected plan.
   c) A pop-up Alert! message will ask if you are sure you want to reject this literacy plan. If you are sure, click 'Yes'.
      d) The program will be automatically redirected to the MOWR homepage.



3. Track Status: If a literacy plan was rejected, it will now appear in the top orange box indicating that organization needs to submit their Literacy Plan.
   - All plans in this box can only be edited and resubmitted by the School Approver.
   - The status will appear as R (rejected) or W (working).



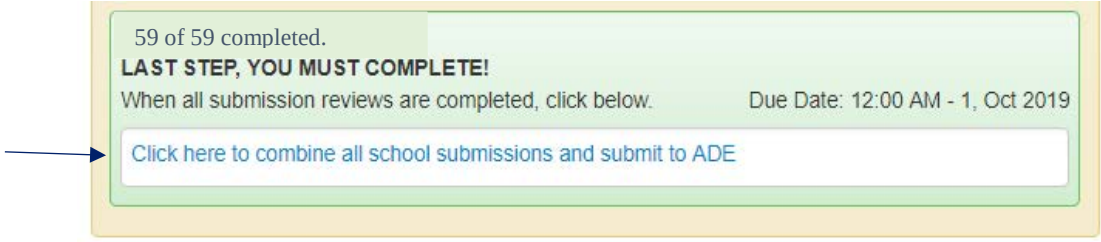


4. **LEA Approver will complete all steps above to accept all plans for *each* school in the district/charter before completing steps below. If district/charter only has one school and school plan was approved, continue with steps below now.**

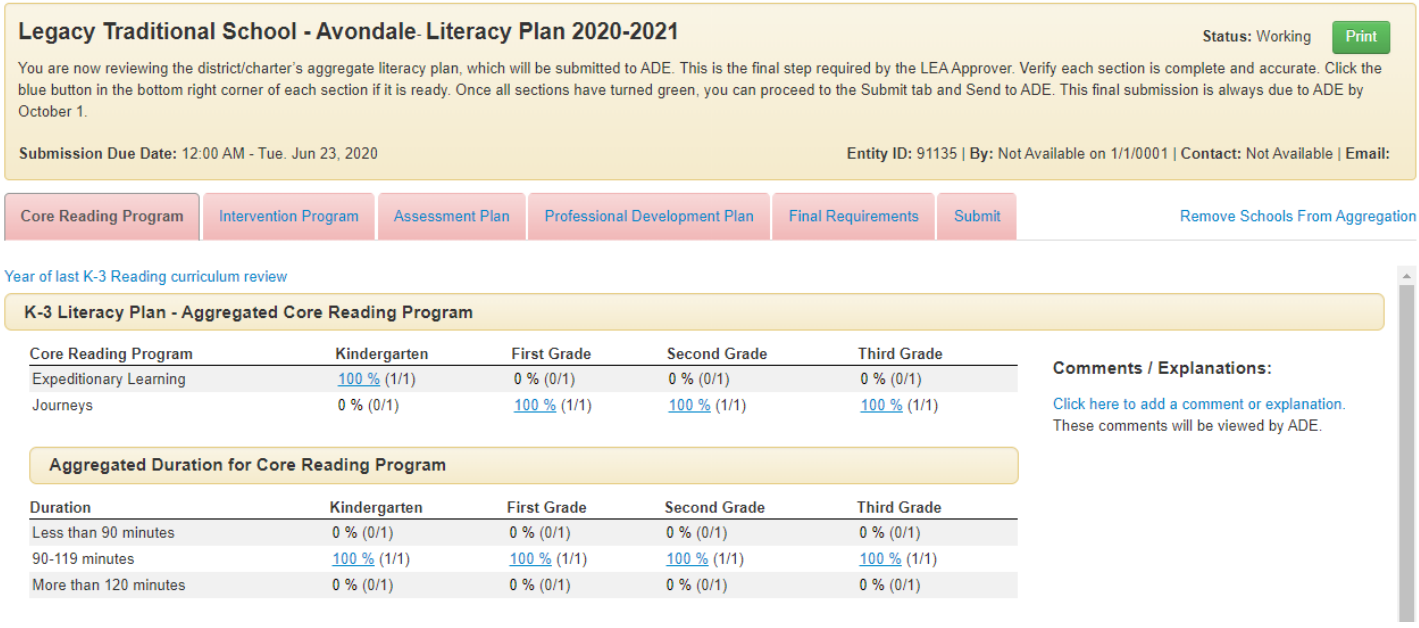
Final Aggregation of All Schools and Budget Information

❖ This is the final submission step, which is due to the ADE MOWR team by October 1.

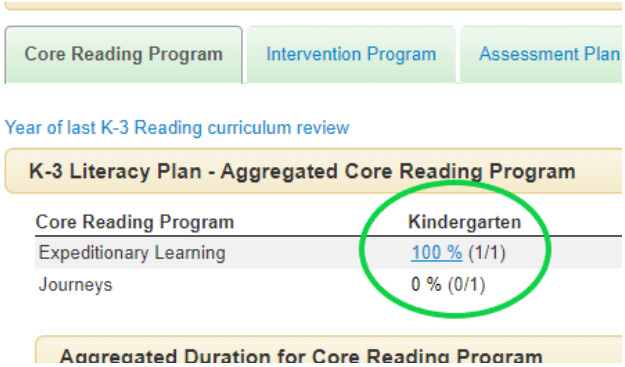
1. Open District/Charter Plan: When all submission reviews are completed (whether 1 of 1 school, or 59 of 59 schools), select the blue hyperlink for *Click here to combine all school submissions and submit to ADE* in the third action items box on the home screen.

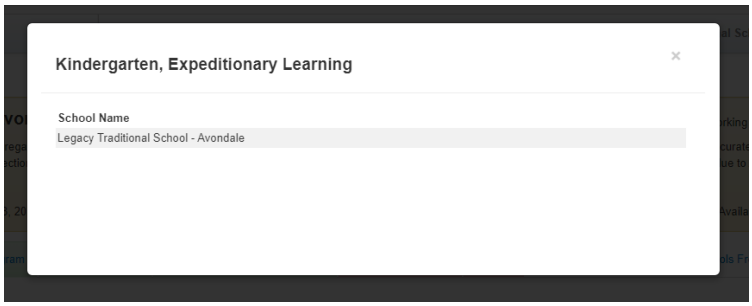


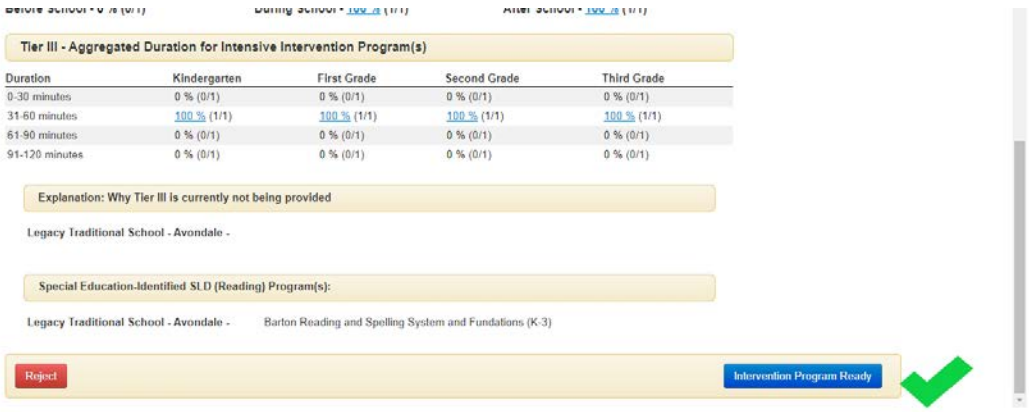
2. Confirm Each Tab: An LEA Approver now views and reviews each tab (Core Reading Program, Intervention Program, Assessment Plan, Professional Development Plan, Final Requirements) for all schools in the district/charter as a combined plan.



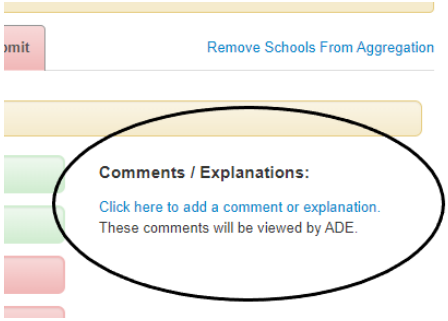
a) Any area with a blue hyperlink indicates the number of schools that made that selection. Click on the % to open and view the list of schools.
b) Select the blue button at the lower right corner of each screen to confirm that all information is accurate for each tab: Core Reading Program, Intervention Program, Assessment Plan, and Professional Development Plan.



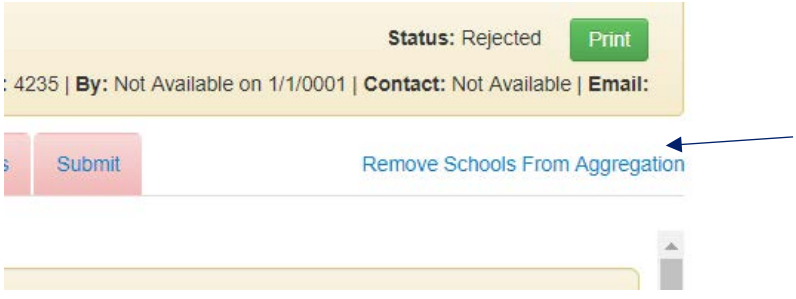




3. <u>LEA/ADE Comments:</u> Provide any additional **Comments/Explanations** for MOWR team on any section of the aggregated plan.
   - <u>Notice:</u> Any comments previously submitted between School and LEA are no longer viewable in this step.



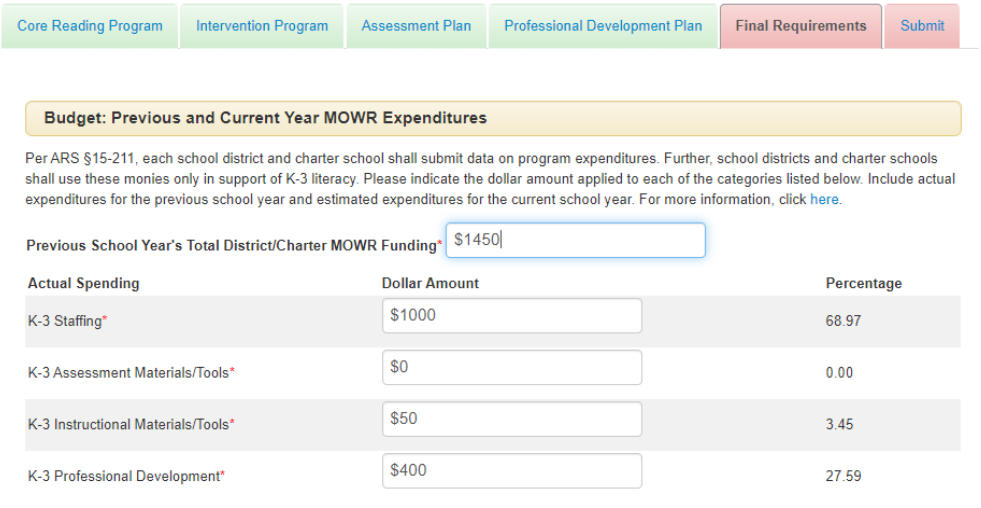
4. Remove School(s) From Aggregation: If at any time, one or more schools need to further make corrections or re-access their school plan, click the blue Remove Schools From Aggregation hyperlink in the top right corner and follow the prompts.



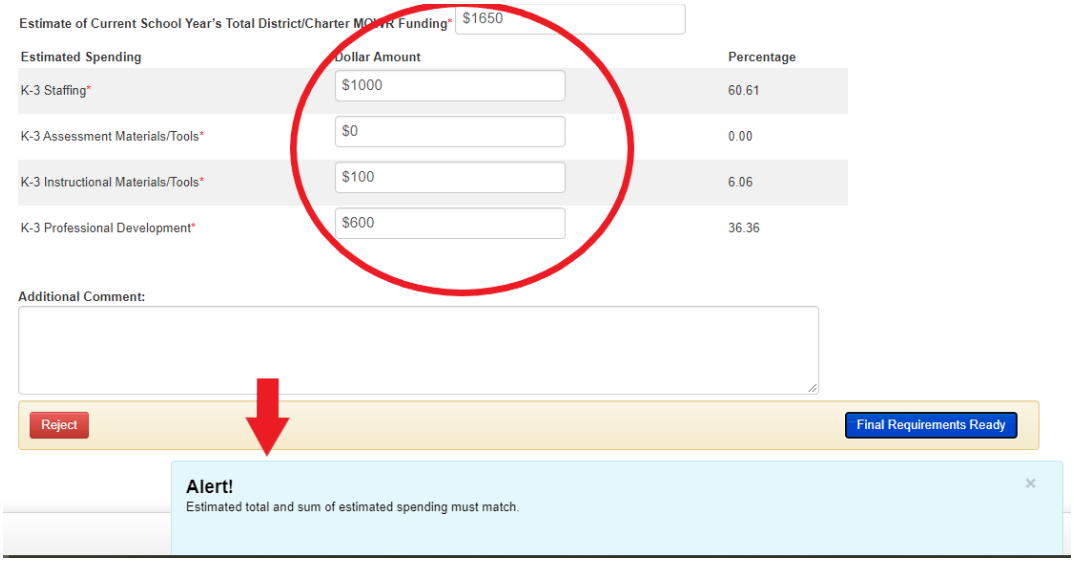
5. Budget: On the Final Requirements tab, district budget for K-3 literacy funding must be entered by the LEA Approver for previous and current school years.

   - This information can be found on the MOWR homepage: https://www.azed.gov/mowr/
   - If you have questions about the K-3 Reading distributions, please contact ADE School Finance at SchoolFinance@azed.gov or 602-542-5695.

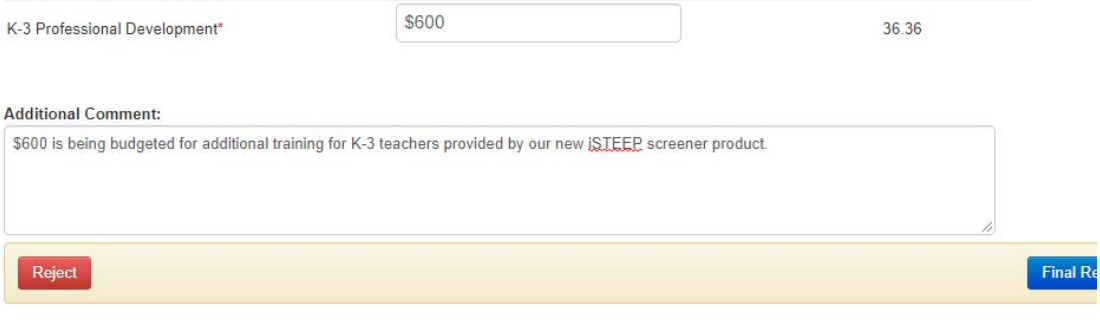
6. Previous Year's MOWR Expenditures: For the previous school year, enter the total dollar amount received for K-3 Reading for the district/charter. Of that total amount, indicate the total dollar amount spent on each of the allowable categories: staffing, assessment, instruction, and professional development. The combined percentages must total 100%. Funding amounts are provided by ADE School Finance and available on the MOWR homepage: https://www.azed.gov/mowr/



7. Current Year's MOWR Budget: For the current school year, provide the **estimate** the total dollar amount that **will be received** for K-3 Reading upon submission and approval of the K-3 Literacy Plan. Of the estimated total, enter the **plan for spending** in each of the allowable categories: staffing, assessment, instruction, and professional development. The combined percentages in each subcategory must total 100%. Funding estimates are provided by ADE School Finance and available on the MOWR homepage: https://www.azed.gov/mowr/
    - If subcategories do not match sum of total estimate, you will receive an Alert! Message.

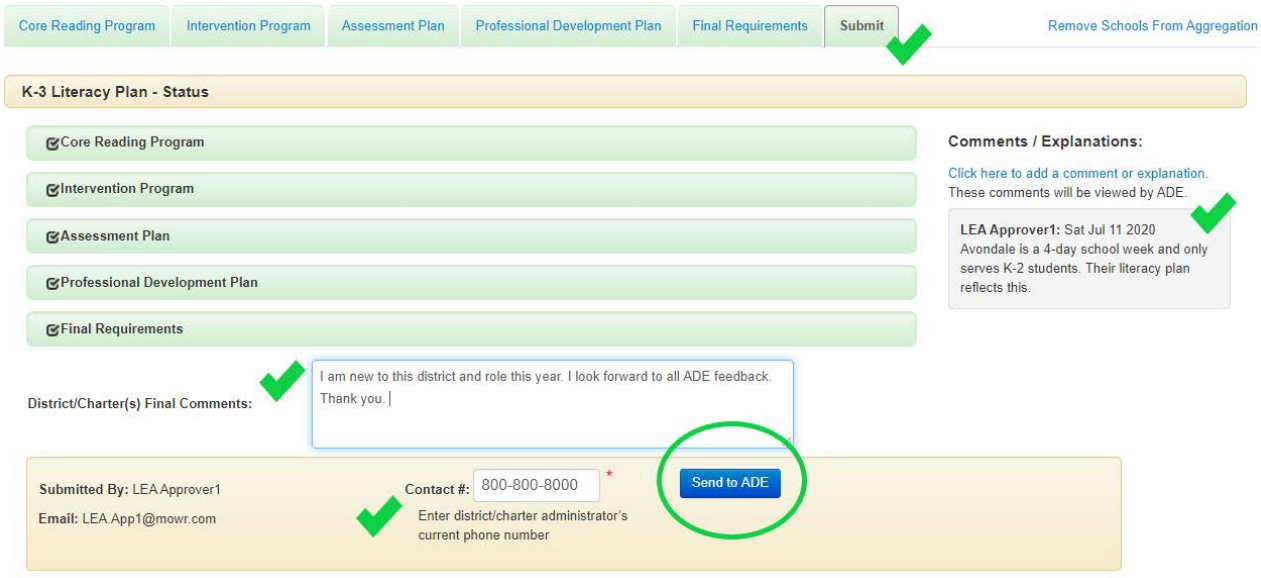


8. Budget Comments: Enter any additional comments pertaining to funds in the window at the bottom of this page.

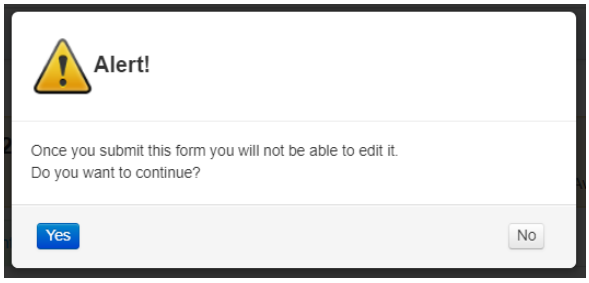


9. Final Comments: Once all tabs have been verified, click on the green Submit tab at the top.

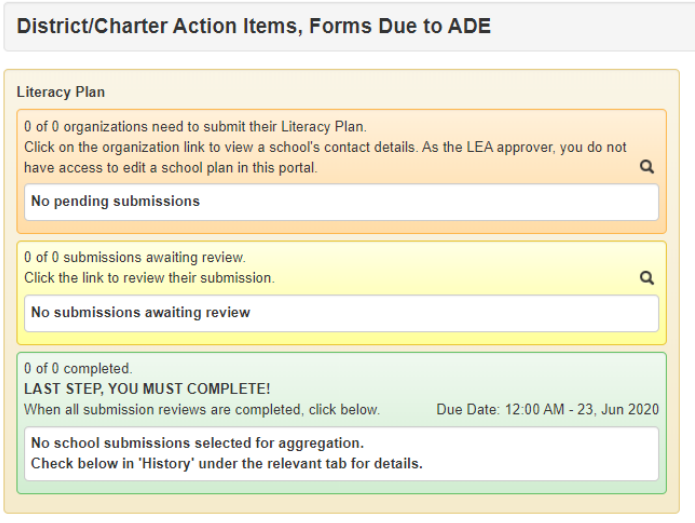
    - Enter your current **Contact** phone number for the LEA Approver.
    - Respond to any ADE **comments/explanations**, if plan had been rejected and now resubmitted.
    - Add any **District/Charter Final Comments**.

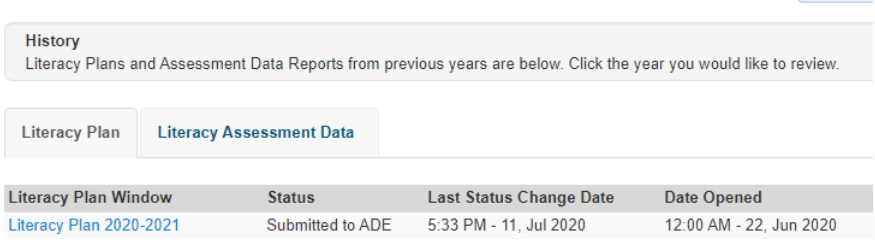


10. <u>Send to ADE:</u> Click the blue Sent to ADE button on the bottom. Once you submit this form you will not be able to edit it. The MOWR team will now be able to review the district/charter plan and may contact you for clarification or questions.



- The MOWR portal will now be redirected back to the homepage. You will see there are no action items beneath the literacy plan.
- The recently submitted Literacy Plan is now listed under History and will show as Submitted to ADE, until plan has been accepted.
    - All previously submitted plans are viewable, however, not editable.
    - See below for sample view.





Congratulations!
The District/Charter K-3 Literacy Plan is now submitted!

All plans will be reviewed and approved by ADE staff.
Once a plan is approved, notification of approval will be sent to the LEA contact listed in the portal.
All plans are due to ADE on or before October 1 of each year.

If you have any questions or need assistance with the plan,
please contact MoveOnWhenReading@azed.gov **or call 602-364-2355.**

For questions related to K-3 Reading Budgets, please contact schoolfinance@azed.gov

MOWR funds will be released for all LEAs only upon submission and approval of the MOWR literacy plans.

ADDITIONAL RESOURCES

ESSA Evidence-Based Definition and Resources

ESSA FAQ
https://www.evidenceforessa.org/page/frequently-asked-questions

Database of Evidence-Based Reading Programs
https://www.evidenceforessa.org/programs/reading

Evidence-Based Interventions and ESSA
http://www.cde.ca.gov/re/es/evidence.asp

U.S. Department of Education guidance to assist in selecting and using evidence-based programs.
https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf

Western Regional Educational Laboratory (REL) supporting evidence-based education systems
https://ies.ed.gov/ncee/edlabs/regions/west/index.asp