



Optional K-3 Literacy Plan Checklist

Purpose

The purpose of this document is to serve as a guide for completion of the school MOWR literacy plan which is completed in the MOWR portal due by Oct. 1 each year. Keep in mind, each component should reflect school-wide literacy practices intended to be in place during the current school year.

Core Reading Program			
Plan Component	Criteria	Yes	No
Year of Last K-3 Curriculum Review	The year that the school/district last comprehensively reviewed its K-3 reading curricula.		
Core Reading Program(s)	K-3 Core Reading program(s) that provides explicit and systematic instruction on the 5 essential components of literacy, meets ELA standards, and meets one of ESSA's top three tiers of evidence. (ESSA approved programs are prepopulated.)		
Core Reading Program Duration	Duration which all K-3 students receive Tier 1 core reading instruction. (At least 90 minutes per day or 450 minutes per week).		
Core Reading Program Frequency	Frequency which all K-3 students receive Tier 1 core reading instruction. ADE recommends a minimum of 5 days of reading instruction per week or all days of school in session.		
Kindergarten Program	Kindergarten program (full day, half day, both, or not applicable) offered to students this school year. <i>*If no kindergarten program will be offered this school year, disregard the next two fields.</i>		
*Hours of Kindergarten Instruction Provided	Hours of kindergarten instruction are provided for half day program/full day program, or both for this current school year. (i.e. full day is typically 7 hours and half day – 3 hours)		
*Funding Source(s) for Kindergarten Program	Kindergarten funding source for 2021-22 school year is indicated as M&O, Title 1, MOWR, 21 st CCLC, Early Literacy Grant, Override Funds, or Other. Provide accurate percentages for each funding subgroup, as applicable. If source is other than provided, type source(s) in textbox. Sum of <i>all</i> sources must be combined and total 100%.		

Tier 2 and Tier 3 Intervention Programs			
Plan Component	Criteria	Yes	No
Tier 2 Intervention Program(s)	Evidence-based Tier 2 intervention program(s) are listed for <u>each</u> grade level for which they are provided. <i>(Programs are prepopulated and meet evidence-based requirements.)</i>		
Tier 2 Intervention Program Session	Specify the session of Tier 2 instruction; either before, during, or after school for each grade level.		
Tier 2 Intervention Program Duration	Duration which Tier 2 reading instruction is provided for students at-risk. (At least 30 minutes per day or 90 minutes per week)		
Tier 2 Intervention Program Frequency	Frequency which Tier 2 instruction is provided. (At least 3 days per week)		
Tier 3 Intensive Intervention Program(s)	Evidence-based Tier 3 intervention program(s) are listed for <u>each</u> grade level for which they are provided. <i>(Programs are prepopulated and meet evidence-based requirements.)</i>		
Tier 3 Intervention Program Session	Specify the session of Tier 3 instruction; either before, during, or after school for each grade level.		
Tier 3 Intensive Intervention Program Duration	Duration which Tier 3 reading instruction is provided. (At least 45 minutes per day or 225 minutes per week)		
Tier 3 Intervention Program Frequency	Frequency which Tier 3 instruction is provided. (At least 3 days per week or all days of school in session)		
Special Education SLD Program(s)	Evidence-based special education reading program(s) is identified for use with students with identified learning disabilities.		

Assessment Plan			
Plan Component	Criteria	Yes	No
3 rd Grade Statewide Assessment Data from the Previous 3 years	Statewide ELA data from 2019 and 2021 will be automatically populated. No statewide exam was taken in 2020, therefore that section will be left blank.	-	-
Overall Number of 3 rd Grade Students who Did Not Meet the MOWR Cut Score on last year's statewide exam	This does not correspond with the number of students scored minimally proficient. There is a separate cut score for the reading portion only. Enter only the number of students who did not meet the cut score as reported to District Test Coordinators.		
Number of 3 rd grade students retained due to MOWR.	After considering all possible exemptions, enter the number of students actually repeating 3 rd grade this year.		
Number of Students who Were Promoted Due to a MOWR Exemption	Of the total students who did not meet the MOWR cut score, enter the number of students who were subsequently <u>promoted</u> due to one of the good-cause exemptions.		
Space is provided to give additional clarification if needed. For example, students who move during the summer and promotion/retention status is unknown.			
Universal Screening Tool(s)	ADE approved universal screening tool(s) are listed for all K-3 grades served. <i>(Approved Screeners are prepopulated.)</i>		
*This tool should match the Universal Literacy and Dyslexia Screening tool used to submit triannual data.			
Diagnostic Tool(s)	Diagnostic tool measures one or more of the 5 essential components of early literacy (phonological awareness, phonics, fluency, vocabulary, and comprehension). Various grade levels may assess different components. For each component of literacy, an appropriate tool name should be listed in the corresponding textbox. No more than 3 tools per grade level should be listed.		
Progress Monitoring Frequency	Students approaching benchmark/receiving Tier 2 interventions and students significantly at-risk/receiving intensive Tier 3 interventions are progress monitored frequently. <i>Progress monitoring is a legislative requirement and "Not currently being implemented" should not be selected.</i>		

Professional Development Plan			
Plan Component	Criteria	Yes	No
Professional Development Narrative	Brief narrative outlining the professional development plan (including any internal and/or external providers) for <u>all</u> areas of focus (Tier 1, Tier 2/3 Intervention, Assessment, and Data Analysis) for the current school year. <i>*See sample narratives.</i>		
Grade Levels Served in Professional Development (PD)	A.R.S. §15-704 requires all schools to provide ongoing PD in reading research to all teachers in grades kindergarten – 3 rd . Select grade levels serviced this school year.		
Professional Development is Evidence-Based	The professional development program provided to K-3 teachers is evidence-based. Select yes or no.		
NEW 2021-22 COMPONENT			
Our school has a Dyslexia Training Designee for the current school year.	Select Yes/No to report whether this school has identified at least one K-3 teacher as the “Dyslexia Training Designee” and this person is fully trained per the approved ADE trainings. <i>*If no person is trained by the time the literacy plan is submitted, disregard next three fields.</i>		
* Documentation on file	Indicate (Yes/No) that the named Dyslexia Training Designee meets all legislative requirements, and the school has the appropriate documentation on file.		
* Names	State the legal first and last name of the identified Dyslexia training Designee on your campus. (You may have more than one designee. Please only provide information for the primary Dyslexia Training Designee.) (name should match what is listed on attached documents)		
* Documentation	Attach Document(s): <ul style="list-style-type: none"> • File name(s) include Dyslexia Training Designee’s first and last name. • File name(s) does not include any symbols and are Word or PDF documents. • Documents clearly distinguish the area(s) below. (This may have been received in one comprehensive training, or a combination of two or more.) <ol style="list-style-type: none"> 1. Understanding and recognizing dyslexia (URD), 2. Instruction (I), and 3. Intensifying Instruction (II) 		

Final Requirements			
Plan Component	Criteria	Yes	No
Master Reading Block Schedule(s)	A current copy of the school's master reading block schedule is attached for all K-3 grades served. Schedule should report all tiers of support.		
Parent/Guardian Communication	Both school parent letters are personalized and uploaded, containing all required components of A.R.S §15-701 and §15-704 . *NOTE: Parent letter templates and required components may be found on the MOWR website .		
Intervention and Remedial Strategy or Strategies	At least 2 approved remedial strategies are available for students who do not meet the MOWR cut score in 3 rd grade. *You must enter data for at least two, even if no 3 rd graders were retained.		

This concludes the final requirements reported at the school-level.

The last step, prior to submitting to ADE, is to enter the following MOWR funding information at the district/charter level by the LEA Approver. Budget information is not accessible by the School Approvers. This information is only viewed once all school plans have been reviewed and accepted for aggregation. See next page.



Final Requirements			
Plan Component	Criteria	Yes	No
Previous School Year MOWR Funding	<p>The actual total dollar amount of MOWR funding received by the LEA (combined for all schools in the LEA) during the previous school year.</p> <p>*NOTE: This amount is found on the MOWR website under the "Submission Requirements and MOWR Allocations" tab.</p>		
Previous School Year Dissemination of MOWR Funds	<p>The breakdown for how the previous year's MOWR funds were actually applied to K-3 Staffing, K-3 Assessment Materials, K-3 Instructional Materials, and K-3 Professional Development.</p> <p>*Sum must total the actual dollar amount.</p>		
Current School Year Estimated MOWR Funding	<p>The estimated total dollar amount of MOWR funding <i>expected</i> to be received by the LEA (combined for all schools in the LEA) during the current school year.</p> <p>*NOTE: This amount is found on the MOWR website under the "Submission Requirements and MOWR Allocations" tab.</p>		
Current School Year Estimated Dissemination of MOWR Funds	<p>The breakdown for how the <i>estimated</i> current school year's MOWR funds must be applied to one or more of these four pots: K-3 Staffing, K-3 Assessment Materials, K-3 Instructional Materials, and K-3 Professional Development.</p> <p>*This is an estimation and understood it may change throughout the year.</p>		