

Guidance for School-Level Plan Submission

Arizona's Move On When Reading literacy initiative refers to [A.R.S §15-701](#), [§15-704](#), and [§15-211](#). The program focuses on improving the foundational literacy achievement of kindergarten through third-grade students via early intervention and prevention of reading difficulties.

This document is intended to provide technical guidance for entering information on the **MOWR K-3 School Literacy Plan**, which will be submitted electronically to the district/charter leader for approval. It is important that the information entered is accurate and complete and it reflects the current school year's literacy initiatives for all kindergarten through third grade classes.

Submission of MOWR literacy plans is a two-step process. School literacy plans must first be submitted to the LEA (district/charter) approver in time to be aggregated into a final district plan then submitted to ADE by October 1. Then, all LEA plans will be reviewed by the ADE staff for completion and quality. MOWR funding is released to districts and charters at the LEA level upon the approval of LEA Literacy Plans and data by the ADE MOWR team.

Steps for ADE Connect and MOWR Home Page

**For those individuals who are both School and LEA Approver (mostly single-site charters and districts), there will be two MOWR portal links in ADEConnect, one for the school entity and one for the district/charter entity. For this first step, enter the Move On When Reading Portal under the school entity.*

1. Log in to [ADEConnect](#) and select the Move On When Reading link to enter the MOWR portal as the School Approver.

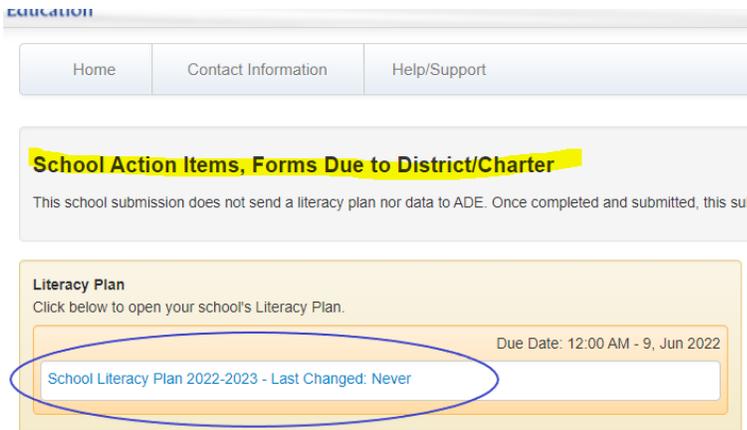
*Note: A link to ADEConnect can also be found at www.azed.gov. All user account permissions are managed by the district/school Entity Administrator. If you do not have MOWR permissions in ADEConnect, contact your district Entity Administrator for access. For guidance on the process for adding new MOWR contacts through ADEConnect, visit our section on [ADEConnect Setup/Updating Contacts](#).

For an Entity Administrator directory, visit <https://adeconnect.azed.gov/FindEA>.

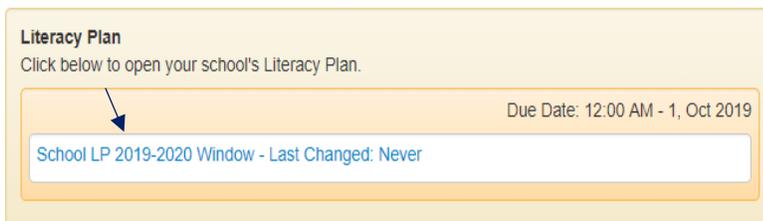
2. Verify accurate School Approver permission status in upper right corner of home screen.



3. Locate **'School Action Items, Forms Due to District/Charter'** and find the **'Literacy Plan'** box on the left side of the homepage.



4. Select the blue hyperlink to access the current school year's literacy plan.



Steps for Entering Information in School Literacy Plan

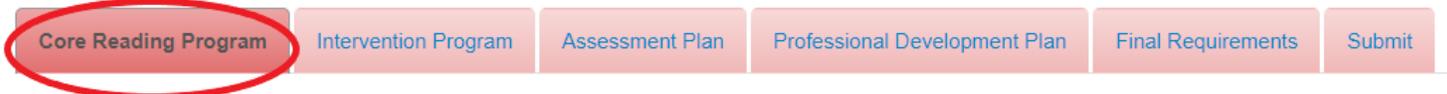
The essential components of the K-3 Literacy Plan are separated into five key areas; Core Reading Program, Intervention Program, Assessment Plan, Professional Development Plan and Final Requirements. Each of these components is listed on a **red** tab across the screen. Click on any component tab to open that section and enter information. Once each section is complete, the tabs will change to **green**, and the plan can be submitted to the district/LEA for review. Work can be saved and continued later.



- Information for all K-3 grade levels will be entered into a single school plan. If the school doesn't service all these grade levels (for example, a 3rd -6th grade school), only enter information for the grade levels you serve in the current school year. An LEA Approver should make a note of this in the aggregate plan, so the MOWR team understands why there are missing grade levels.

Core Reading Program

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



1. Year of last K-3 Reading curriculum review: Enter the year the current core reading program was most recently reviewed by your school or district. This may be different from adoption year if a team has since aligned the material with current standards, district benchmarks, etc. Enter a single school year (ie. 2018).

Enter year (ie. 2018) of last K-3 Reading curriculum review: *

2. Core Reading Program(s): Enter the core reading program(s), duration, and frequency for each K-3 grade level served this school year.

Core Reading Program

A comprehensive, well-designed core reading program meets the Arizona ELA Standards and provides teachers with tools for providing explicit, systematic, and comprehensive core reading program will meet the needs of 80-85% of students and will address the 5 essential components of reading instruction: Phonology and Comprehension. Per ARS 15-704, schools must adopt an ESSA evidence-based reading curriculum.

[+ Add Program](#)

Click "Add Program" and follow the directions in the popup menu.

Core Reading Program	Grade	Duration	Frequency
No data available in table			

[- Remove Program](#)

To remove a program from your list, check the box next to the program and click on remove program.

- All reading programs in the drop-down window have been vetted by the MOWR team and meet ESSA evidence levels. A school is unable to manually add a program that is not in the dropdown.
- Duration and Frequency: Select the plan for this year's core duration and frequency for each K-3 grade level.
- Once information is entered for one grade level, click Save, and repeat the process for all other grade levels. (See sample)

and Comprehension. Per ARS 15-704, schools must adopt an ESSA evidence-based reading curriculum.

[+ Add Program](#)

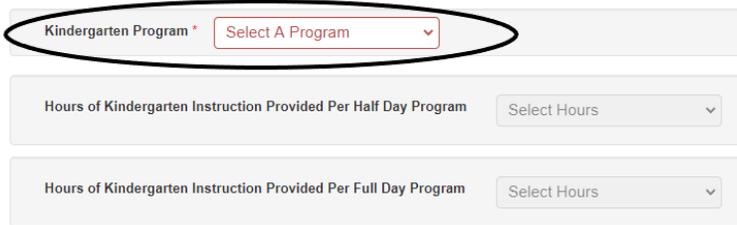
Click "Add Program" and follow the directions in the popup menu.

Core Reading Program	Grade	Duration	Frequency
<input type="checkbox"/> Expeditionary Learning	Kindergarten	90-119 minutes	4 Days
<input type="checkbox"/> Journeys	1st Grade	90-119 minutes	4 Days
<input type="checkbox"/> Journeys	2nd Grade	90-119 minutes	4 Days
<input type="checkbox"/> Journeys	3rd Grade	90-119 minutes	4 Days

[- Remove Program](#)

To remove a program from your list, check the box next to the program and click on remove program.

3. Kindergarten Program(s): Click on the drop-down box to select the kindergarten program (half day program, full day program, both half day and full day, or not applicable) currently offered by your school for the 2022-2023 school year.



- **If your school does not serve kindergarten, select “Not Applicable” and the remaining kindergarten fields will be disabled.**

4. Hours of Kindergarten Operation Provided Per Half Day Program and Full Day Program: Enter the total hours of full/half day kindergarten of operation (school day hours).

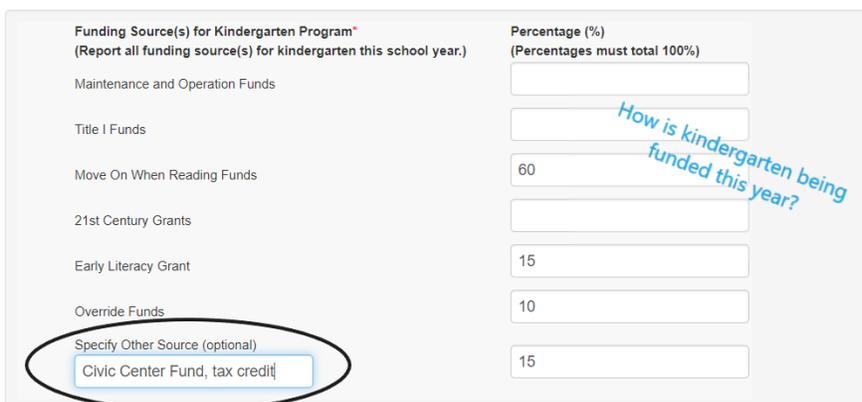
- If your school only offers Half Day Kindergarten, the field for Full Day will show as “Not Applicable” and vice versa.
- If your school offers both Half Day and Full Day, enter the total number of hours for each program.

*For a typical half-day program that runs from 8:30-11:30, enter 3 hours.

*For a typical full-day program that runs from 8:30-3:30, enter 7 hours.

5. Funding Source(s) for Kindergarten Program: Enter the percentage(s) for all funding sources for your school’s kindergarten program(s). The sum must equal 100%. If the funding source(s) is other than those listed, type it into the “Specify Other Source (optional)” box.

- More than one other source may be entered, separated by a comma, however only one percentage can be entered for the sum of these other sources (ex. 10%+5%=15%).
- If funding sources for the current school year are dependent upon a future override passing, for example, enter the percentage of funding coming from the source(s) at the time of entering the literacy plan.



Funding Source(s) for Kindergarten Program* (Report all funding source(s) for kindergarten this school year.)	Percentage (%) (Percentages must total 100%)
Maintenance and Operation Funds	
Title I Funds	
Move On When Reading Funds	60
21st Century Grants	
Early Literacy Grant	15
Override Funds	10
Specify Other Source (optional)	15
Civic Center Fund, tax credit	

6. Core Reading Program Tab Ready to Submit: After verifying that all Core Reading Program information is entered accurately, at the bottom click [Save My Work](#) and then [Ready to Submit](#). The Core Reading Program tab at the top of the page will turn green if all requirements for the section are complete. If any field is incomplete, an Alert! popup will notify you of those errors.

[Save My Work](#)

Make sure to save your work!

[Ready to Submit](#)

Once all information is entered and checked for accuracy, click "Ready to Submit". The "Core Reading Program" tab above should turn green if all steps are completed correctly.

Core Reading Program

Intervention Program

Assessment Plan

Professional Development Plan

Final Requirements

Submit

Intervention Program

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

Core Reading Program

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Submit

1. Tier II - Intervention Program(s): Select *Add Intervention Programs(s)* and follow the directions in the pop-up window to enter information about the evidence-based interventions used in each grade level. More than one intervention program may be entered per grade level, if needed.
 - Session: Select when Tier 2 interventions are provided students below benchmark (before, during, after school).
 - Duration: Click and select the daily duration spent on Tier 2 intervention for this product.
 - Frequency: Click and select the number of days per week spent on this Tier 2 intervention.
 - This instruction is provided before, during, or after school, plus the 90 minutes of Tier 1 core reading instruction.

All selections should match what is shared on the K-3 master schedule, uploaded as part of the final requirements.

Tier II Intervention Program(s)--small group (3-6 students) instruction targeted to students who perform below benchmark on valid screening assessment.*

[+ Add Intervention Program\(s\)](#)

Click on "Add Program" and follow the directions in the popup menu.

Intervention Program	Grade	Session	Duration	Frequency
No data available in table				
<div style="background-color: #ffcdd2; padding: 5px; border-radius: 5px; display: inline-block; margin-bottom: 5px;">- Remove Program</div> <p>To remove a program from your list, check the box next to the program and click on "Remove Program".</p>				

2. Tier III-Intensive Intervention Program(s): Select *Add Intensive Intervention Programs(s)* and follow the directions in the pop-up window to enter information about the evidence-based interventions used in each grade level. More than one intervention program may be entered per grade level, if needed.
 - Session: Select when Tier 3 interventions are provided for students significantly at-risk (before, during, after school).
 - Duration: Click and select the daily duration spent on Tier 3 intervention for this product.
 - Frequency: Click and select the number of days per week spent on this Tier 3 intervention.
 - This instruction is provided before, during, or after school, plus the 90 minutes of Tier 1 core reading instruction.

Tier III-Intensive Intervention Program(s)--very small group (1-3 students) intensive instruction, supports, and modifications for students with the most severe reading deficiencies.*

[+ Add Intensive Intervention Program\(s\)](#)

Click on "Add Program" and follow the directions in the popup menu.

Intervention Program	Grade	Session	Duration	Frequency
No data available in table				
- Remove Program				

To remove a program from your list, check the box next to the program and click on "Remove Program".

All selections should match what is shared on the K-3 master schedule, uploaded as part of the final requirements.

3. Special Education-Identified SLD (Reading) Program(s): Enter the name of all programs used for reading instruction in Special Education K-3.
 - If your school does not have a SPED program, please explain.
 - If the entered product is only used with certain grade levels, please indicate this clearly.
4. Intervention Program Tab Ready to Submit: After verifying that all Intervention Program information is entered accurately, at the bottom click [Save My Work](#) and then [Ready to Submit](#). The Intervention Program tab at the top of the page will turn green if all requirements for the section are complete. If any field is incomplete, an Alert! popup will notify you of those errors.

[Core Reading Program](#)
[Intervention Program](#)
[Assessment Plan](#)
[Professional Development Plan](#)
[Final Requirements](#)
[Submit](#)

Assessment Plan

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

Core Reading Program
Intervention Program
Assessment Plan
Professional Development Plan
Final Requirements
Submit

- 1.
2. **3rd Grade Reading:** Statewide assessment data will be automatically populated to indicate how many students scored highly proficient, proficient, partially proficient, and minimally proficient on the most recent 3rd grade statewide ELA assessment.

NOTE: The following 3rd grade statewide assessment data includes full academic year (FAY) and non-FAY student scores and may not match the scores on school and LEA accountability reports. These scores will be automatically populated for you.

3rd Grade - Reading	Statewide Assessment 2022	Statewide Assessment 2021	Statewide Assessment 2020
Highly Proficient	8	4	<input type="text"/>
Proficient	9	10	<input type="text"/>
Partially Proficient	14	6	<input type="text"/>
Minimally Proficient	10	24	<input type="text"/>

2020 testing was exempt and will appear blank

3. **The overall number of 3rd grade students who did not meet the MOWR cut score on last year's statewide exam:** This number should include students who were later exempted from retention due to meeting one of the good-cause exemptions. If all students met the cut score, enter "0" in this field.

Overall number of 3rd grade students who did not meet the MOWR cut score on last year's statewide exam.

Before exemptions or "0" if not applicable.

- Note: The school/district test coordinators have this information. For assistance with this data, please contact the ADE assessment team's inbox at testing@azed.gov. The MOWR team does not have access to this information
 - This number is not correlated with a Minimally Proficient and/or Partially Proficient rating
4. **Students Retained:** Enter 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

5. **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 a category, please enter “0” in the field
 - **Total number of students retained and those promoted due to an exemption must total the number of 3rd graders who failed to meet the MOWR cut score. (see sample below)**

Overall number of 3rd grade students who did not meet the MOWR cut score on last year's statewide exam.

*Number of 3rd grade students retained due to MOWR. This is not correlated with a Minimally Proficient rating.

Of the total students who did not meet the MOWR cut score, please enter the number of students who were subsequently promoted due to one of the following good-cause exemptions.

*Student is an English learner or a limited English proficient student and has had fewer than two years of English language instruction.

*Student is in the process of a special education referral or evaluation and/or student has been diagnosed as having a significant reading impairment, including dyslexia.

*Student has an identified disability and has an IEP and the IEP team (including parents) agrees that promotion is appropriate.

*Number of students who were retained due to failing to meet the MOWR cut score on the reading portion of the AzMERIT exam who were then subsequently promoted to fourth grade with their cohort because they demonstrated "adequate progress towards reading" after attending a summer school course.

*Number of students who failed to meet the MOWR cut score on the reading portion of the AzMERIT exam who were subsequently promoted because they demonstrated "sufficient progress towards reading" on a "collection of assessment approved by the State Board."

Please provide additional clarification if needed.

6. **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.
- Click Add Tool to select the screening tool that will be used during this school year.
 - Click Save and repeat this process for each K-3 grade level you serve this year.
 - **Reminder, this is the same tool used to submit your literacy assessment data 3x/year.**

Choose Universal Screening Tool ✕

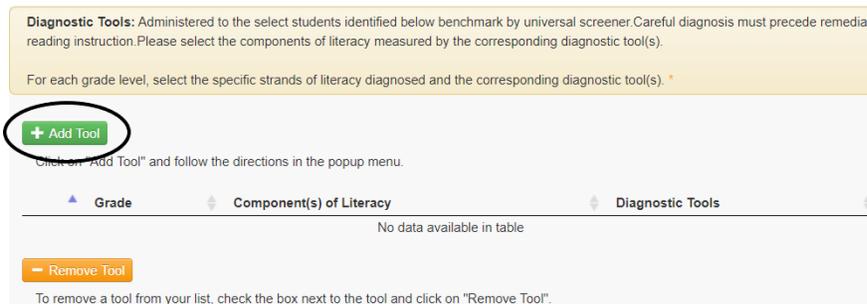
Tool *

Grade *

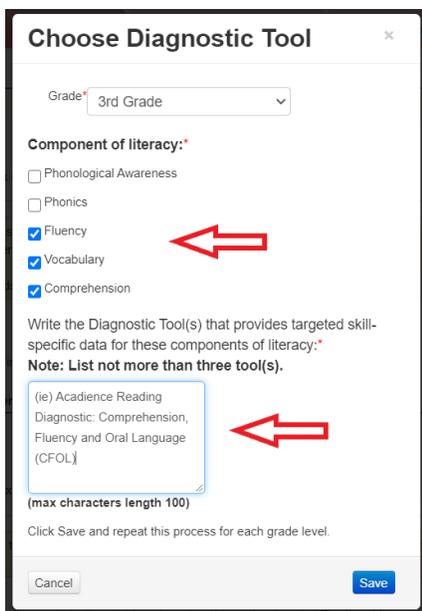
Click Save to repeat this process for each grade level. **Reminder, this should be a same tool used to submit your literacy assessment data 3x/year.**

- **Full implementation of an approved screener is required by [A.R.S §15-701](#).**
- **If you are not currently using an approved screener, you must contact moveonwhenreading@azed.gov prior to moving to the next section.**
- **Visit our [Dyslexia website](#) to read the Universal Literacy and Dyslexia Guidance for Arizona's K-3 Schools/Districts and to view the list of Approved Screeners.**

7. **Diagnostic Tool(s):** Students who scored below benchmark on the approved Universal Literacy and Dyslexia Screener should be further assessed using an appropriate diagnostic tool to determine deficits and intervention grouping.
- When deficit areas are identified via a universal screener, further investigation and diagnostic assessment are utilized to gather more specific data to make informed decisions for instruction and intervention. Most universal screeners do not provide diagnostic information; therefore, a more appropriate diagnostic tool will be needed.
 - This is recommended within 2 weeks of any universal screening period, or as soon as possible.



- Click *Add Tool* to select the diagnostic information for each grade level.
- You will be prompted to select the individual component(s) of literacy, as well as write the corresponding diagnostic tool(s) for each grade level.
- Diagnostic tools are more comprehensive and allow teachers to pinpoint the lowest area of need, which specifically guides intervention instruction.
- (see sample below)



8. **Progress Monitoring Tools:** Assessment Frequency — Select from the drop-down menu for how often student progress is monitored. The progress monitoring frequency must be entered for students at approaching benchmark and students significantly at risk.
 - 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 *

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

8. **Assessment Plan Tab Ready to Submit:** After verifying that all Assessment Plan information is entered accurately, click [Save My Work](#) and then [Ready to Submit](#). The Assessment Plan tab at the top of the page will turn green if all requirements for the section are complete. If any field is incomplete, an Alert! popup will notify you of those errors.



Professional Development Plan

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



1. **Professional Development Plan:** Provide a brief narrative outlining the professional development plan (including any internal and/or external providers) for each area of focus for the current school year.
 - [ARS 15-704](#) requires all school districts and charter schools to provide ongoing teacher training grounded in evidence-based reading research.
 - Each textbox should provide a unique plan for Tier 1 Instruction, Tier 2/3 Intervention, Assessment, and Data Analysis.
 - Be as explicit as possible describing the professional development plan in each area. (see example below)

Professional Development Plan

For successful implementation of core reading programs, intervention, purposeful assessment, and appropriate data analysis, teachers need ongoing support through carefully planned professional development. ARS 15-704 requires all school districts and charter schools to provide ongoing teacher training based on evidence-based reading research. Please provide a brief narrative outlining the professional development plan (including any internal and/or external providers) for each area of focus for the current school year.

	Tier I Instruction 198/400 Characters	Tier II/Tier III Intervention 218/400 Characters	Assessment 250/400 Characters	Data Analysis 109/400 Characters	Comments / Explanations:
Kindergarten*	Through our Early Literacy Grant, Tier 1 PD is provided by Barbara Andrews, our Benchmark Advance Consultant. In addition, OELAS will provide two sessions on SEI Integrated Refinements in November.	Barbara Andrews also has a component of demonstration lessons focused on small group for Tier 2 and Tier 3. In July, all staff participated in a 5-day Orton-Gillingham training to focus on Tier 3 intervention methods.	Illuminate Fastbridge was adopted in the summer of 2020. Illuminate trained our reading interventionist, librarians, and instructional coaches in an online Trainer-of-trainer model in early August. By November, all K-3 teachers will be trained, too.	FastBridge provided a virtual training on screening and progress monitoring via their Fast 2-Day Essentials.	Click here to add a comment or explanation. These comments can only be viewed by the LEA Approver.
1st Grade*	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	
2nd Grade*	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	
3rd Grade*	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No	

Please check if the professional development program used by LEAs meets ESSA evidence levels* Yes No

For additional guidance on evidence-based professional development and an exemplar PD plan sample visit the [Professional Development tab here.](#)

2. **Dyslexia Training Designee:** Select Yes/No/In progress to report whether this school has identified at least one K-3 teacher as the “Dyslexia Training Designee” and the status of their training.

- As described in A.R.S. 15-211, each school district and charter school shall ensure that at least one kindergarten through third grade teacher in each school has received training related to dyslexia that complies with the requirements prescribed in section 15-219.
- ADE has a list of approved trainings to ensure the selected K-3 representative meets all legislative requirements.

Select the appropriate option:

- Yes, at least one K-3 teacher has completed this training.
- No, at least one K-3 teacher has not started this training.
- At least one K-3 teacher is currently in progress of this training.

A school may have chosen to train more than one DTD per campus. Only enter information for the one primary DTD to have on file with the state.

Dyslexia Training Designee

As described in A.R.S. 15-211, each school district and charter school shall ensure that at least one kindergarten through third grade teacher in each school has received training related to dyslexia that complies with the requirements prescribed in section 15-219.

- Understanding and recognizing dyslexia (URD),
- Instruction (I), and
- Intensifying Instruction (II)

School has Dyslexia Training Designee for the current school year options*

Yes, at least one K-3 teacher has completed this training.

No, at least one K-3 teacher has not started this training.

At least one K-3 teacher is currently in progress of this training.

- Based on the selection above, select fields will be enabled to enter the corresponding information needed. For example, if the primary DTD on your campus has not yet started any training, for any reason, you will be prompted to enter the anticipated start date.
- Please enter this information appropriately, based on the status of the school's DTD at the time of the literacy plan submission.

School has Dyslexia Training Designee for the current school year options*

Yes, at least one K-3 teacher has completed this training.
 No, at least one K-3 teacher has not started this training.
 At least one K-3 teacher is currently in progress of this training.

Date for anticipated start date *

mm/dd/yyyy

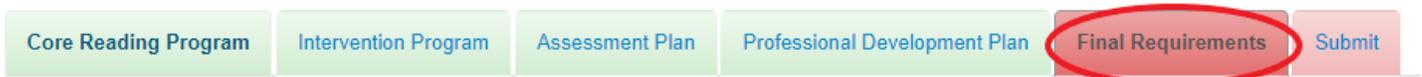
Dyslexia Training Designee Information
Last Name:

3. **Professional Development Plan Tab Ready to Submit:** After verifying that all Professional Development information is entered accurately, at the bottom click **Save My Work** and then **Ready to Submit**. The Professional Development Plan tab at the top of the page will turn green if all requirements for the section are complete. If any field is incomplete, an Alert! popup will notify you of those errors.



Final Requirements

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



1. **Master Reading Block Schedule:** Confirm that the K-3 master reading block schedule has been sent to the district office by selecting “Yes”.

Master Reading Block Schedule *

Schools must share a schedule of their K-3 reading instruction times with their district/charter holder. Choose "Yes" or "No" to confirm below.

Please confirm that you sent the current year Master Reading Block schedule to your District/Charter Office

Yes No

2. **Attach Reading Block Schedule:** Each school will attach their reading instruction schedules by clicking “Choose File” and “Upload File”.

- Schedules should clearly show Core Tier 1 reading instruction times each day totaling 450 minutes each week. As well as 90 minutes of Tier 2 intervention and 225 minutes of Tier 3 intervention each week available to students.
- The MOWR team prefers master schools schedules which show the entire day’s instruction, to better provide support and guidance throughout the review process.

- One master schedule may show all K-3, or individual grade level schedules may be uploaded.

Attach Reading Block Schedule *

Upload your K-3 master reading block schedule file. Schedule should clearly display the Tier I reading time(s) each day (M-F), as well as specific intervention times. Tier I, Tier II, and Tier III scheduled durations should reflect those currently reported in the literacy plan.

Choose File No file chosen Upload File

Document Name	Uploaded on

***NOTE: You must click the green upload file button to complete the process. Once files are attached, they will be listed in the table below.**

Attach Reading Block Schedule *

Choose File No file chosen Upload File

Document Name	Uploaded on	
Crismon kindergarten reading block.docx	07/24/2019	Delete
Crismon first grade reading block.docx	07/24/2019	Delete
Crismon second grade reading block.docx	07/24/2019	Delete
Crismon third grade reading block.docx	07/24/2019	Delete

3. **Parent/Guardian Communication:** Parent letters must be sent home at the appropriate times during the year. Check the boxes to confirm that the letters have been prepared and attach sample letters by clicking “Choose File” and “Upload Files”.

- ADE has English letter templates available online. <http://www.azed.gov/mowr/mowr-for-administrators/>
- Samples will need to be modified to match schools’ individual plans for students at-risk. Please attach your own school letters.
- File name should not contain any special characters.
- Both letters must be attached in order to submit final requirements.

Parent/Guardian Communication *

Indicate that both required parent letters are prepared to be sent home as required by ARS 15-701. Upload this year’s letter 1 and letter 2. File names should not include # symbol. “For MOWR samples and more information, click [here](#).”

Letter #1: Informs all K-3 parents of the Arizona Move On When Reading Law (ARS §15-701 (B))

Letter #2: Template parent notification letter to inform parents that a K-3 pupil is at risk of reading below grade level.

When notification is sent to specific families, it must include the following elements per ARS 15-701 (B):

- Description of the pupil’s specific deficiency
- Current reading services provided
- Available remediation services
- Parental strategies to assist the pupil at home

Attach Parent letters *

Choose File No file chosen Upload Files

Document Name	Uploaded on	
12 2020 Entry Parent Letter.docx	07/09/2020	Delete
13 2020 At-Risk Parent Letter.docx	07/09/2020	Delete

Be sure file names do not contain any special characters.

4. **Intervention and Remedial Strategies:** Please check the boxes next to **at least two** remedial strategies that will be offered to students who do not meet the MOWR cut score in third grade.

- If no students failed to meet the MOWR cut score or you do not serve 3rd graders, select two remedial strategies you use for pupils approaching or at-risk.
- This is a required field.
- More than two may be selected, if applicable.

Intervention and Remedial Strategies *

State law requires that school districts and charter schools offer more than one of the following interventions and remedial strategies for pupils who are not promoted from the third grade (A.R.S. §15-701 ((A)(2)(C))). Please check the box below next to each intervention and remedial strategy offered. You must select at least two.

For more information [click here](#)

*You must enter data for at least two.

- For the next academic year, student is assigned a different teacher who was designated in top performance classifications in professional performance evaluation.
- Student participates in summer school reading instruction.
- Student receives intensive reading interventions before, during or after school.
- Student receives small group reading instruction led by a teacher which may include online reading instruction.

5. Final Requirements Tab Ready to Submit: After verifying that all Final Requirements information is entered accurately, at the bottom click [Save My Work](#) and then [Ready to Submit](#). The Final Requirements tab at the top of the page will turn green if all requirements for the section are complete. If any field is incomplete, an Alert! popup will notify you of those errors.

- If all previous tabs are already green, the Submit tab will also turn green with this step.



Submit to LEA

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



1. Verify that all sections of the plan are complete and all tabs at the top have changed to green. If any tabs are still red, return to that section to complete.
2. Add any final school comments. These are only viewed by your district LEA approver, not the ADE.

Core Reading Program Intervention Program Assessment Plan Professional Development Plan Final Requirements Submit

Status

- Core Reading Program
- Intervention Program
- Assessment Plan
- Professional Development Plan
- Final Requirements

School Literacy Plan Final Comments (These comments can only be viewed by the LEA Approver, not ADE.)

3. Verify the accurate email address on the lower left side of the screen and enter a current contact phone number in the box for the School Approver.

4. Click the blue **Submit** button to send the plan to your district office or charter holder.

- This school plan does not automatically submit to ADE. The LEA must now review all school information, aggregate plans into one district/charter plan, and submit the district plan to ADE.

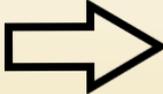
Submitted By: School Approver1
Email: Sch.App1@mowr.com

Contact #: *

Enter school administrator's current phone number.

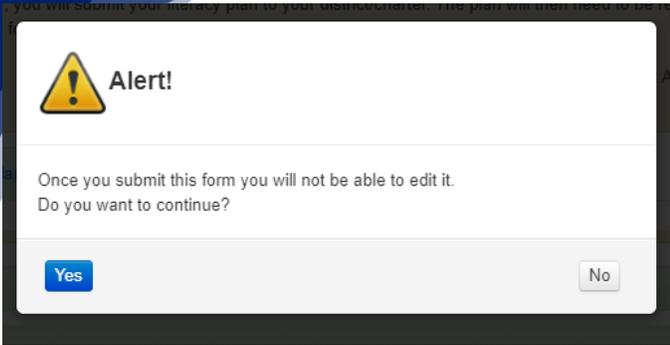
Submit

When all tabs and bars are green, click the blue "Submit" button to send your school literacy plan to your district/charter office for review. **This is not the final submission to ADE.** NOTE: If any tabs or bars are red, you must go back to that tab and make the necessary changes before you can submit.



5. Alert! You will receive a final notice asking if you want to continue. Once you submit this form you will not be able to edit it.

- The school-level plan is now locked and cannot be edited.
- If you need to make changes after this step, contact your LEA Approver to reject your plan.



6. **Homepage:** You will be redirected to your MOWR homepage. The Literacy Plan box on the left now shows there are no action items assigned at this time.
- As you can see, Literacy Assessment Data is a separate submission and awaiting on the right side.
 - You can find separate guidance on the MOWR website.
[Submitting Universal Screener Data Guidance](#)

Submitted By: School Approver1
Email: Sch.App1@mowr.com

Contact #:
Enter school administrator's current phone number.

School Action Items, Forms Due to District/Charter W=Working | R=Rejected | S=Submitted

This school submission does not send a literacy plan nor data to ADE. Once completed and submitted, this submission is now awaiting review by the LEA Approver.

Literacy Plan
Click below to open your school's Literacy Plan.

Due Date: 12:00 AM - 4 Aug 2021

You have no action items assigned at this time.
Check below in 'History' under the relevant tab for details.

Literacy Assessment Data
Click below to open your school's Literacy Assessment Data.

Due Date: 12:00 AM - 4 Aug 2021

School LA 2021-2022 Window 1 - Last Changed: Never

7. **History:** The literacy plan just submitted now appears in the history portion at the bottom of your MOWR portal. The status indicates that the plan has been submitted to the District/Charter, where it is awaiting review.
- At any time, a School Approver may view previously submitted literacy plans and assessment data in this section of the portal.
 - Plans and data are not able to be edited once submitted, and only viewable via the history.

FINAL NOTE: For single-site charters and districts, the same person could be both the School Approver and LEA Approver. Even in this case, you still need to complete the LEA Approver portion of the submission and submit to the ADE.

You have no action items assigned at this time.
Check below in 'History' under the relevant tab for details.

School LA 2020-2021 Window 1 - Last Changed: Never

History
Literacy Plans and Assessment Data Reports from previous years are below. Click the year you would like to review.

Literacy Plan

Literacy Assessment Data

Literacy Plan Window	Status	Last Status Change Date	Date Opened by District/Charter	Submission Due Date	Date Submitted to District/Charter	Date Approved by District/Charter
School LP 2020-2021 Window	Submitted To District (Charter)	1:58 PM - 9, Jul 2020	12:00 AM - 23, Jun 2020	12:00 AM - 23, Jun 2020	1:58 PM - 9, Jul 2020	-

For continued guidance, please see our guidance documents and additional recorded videos via Submitting an LEA-Level Literacy Plan
<https://www.azed.gov/mowr/k-3-literacy-plans-assessment-data>