

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.

This is the second step in a two-step process. If all schools have not first submitted their school-level literacy plans to the LEA Approver for review, return to step one. For guidance on step one of this process, see [Submitting a School-Level Literacy Plan](#).

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 LEA 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. (double check entity number to match LEA level)



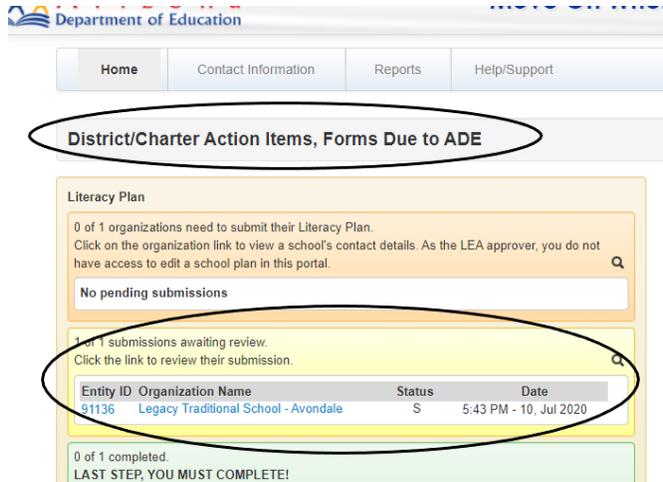
Move On When Reading

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

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

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

3. Locate heading: ‘**District/Charter Action Items, Forms Due to ADE**’ and find three ‘**Literacy Plan**’ boxes on left side of screen.



Department of Education

Home Contact Information Reports Help/Support

District/Charter Action Items, Forms Due to ADE

Literacy Plan
0 of 1 organizations need to submit their Literacy Plan.
Click on the organization link to view a school's contact details. As the LEA approver, you do not have access to edit a school plan in this portal.

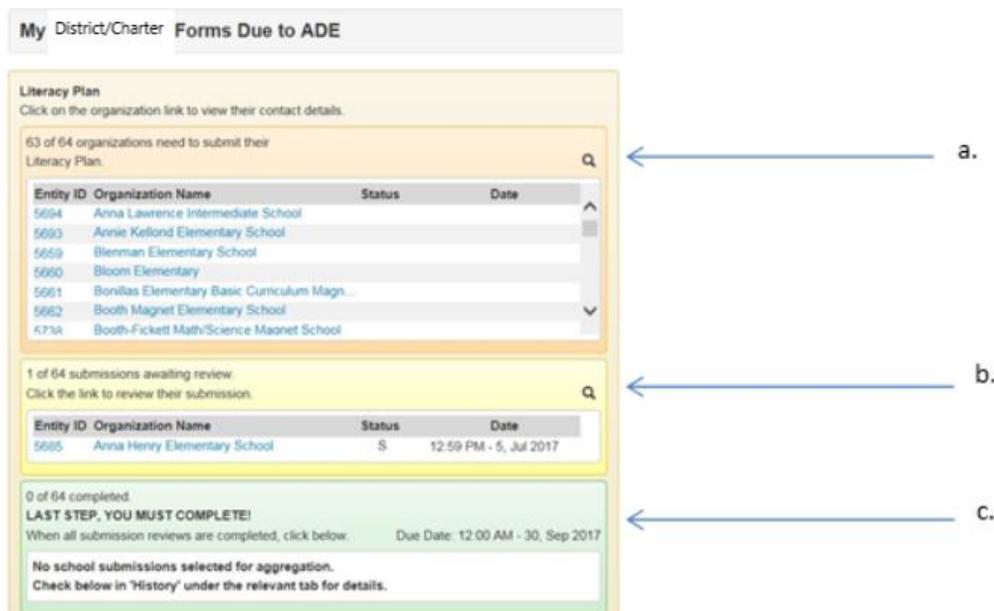
No pending submissions

1 of 1 submissions awaiting review.
Click the link to review their submission.

Entity ID	Organization Name	Status	Date
91136	Legacy Traditional School - Avondale	S	5:43 PM - 10, Jul 2020

0 of 1 completed.
LAST STEP, YOU MUST COMPLETE!

- 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 within 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.*”



My District/Charter Forms Due to ADE

Literacy Plan
Click on the organization link to view their contact details.

63 of 64 organizations need to submit their Literacy Plan.

Entity ID	Organization Name	Status	Date
5694	Anna Lawrence Intermediate School		
5693	Annie Kellond Elementary School		
5659	Blenman Elementary School		
5660	Bloom Elementary		
5661	Bonillas Elementary Basic Curriculum Magn...		
5662	Booth Magnet Elementary School		
673A	Booth-Fickett Math/Science Magnet School		

1 of 64 submissions awaiting review.
Click the link to review their submission.

Entity ID	Organization Name	Status	Date
5665	Anna Henry Elementary School	S	12:59 PM - 5, Jul 2017

0 of 64 completed.
LAST STEP, YOU MUST COMPLETE!
When all submission reviews are completed, click below. Due Date: 12:00 AM - 30, Sep 2017

No school submissions selected for aggregation.
Check below in 'History' under the relevant tab for details.

a.

b.

c.

- 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.

Reject

Click "Reject" if you do NOT approve of the Core Programs being used.

Accept For Aggregation

Once all Core Programs are approved, click "Accept for Aggregation".
The "Core Reading Program" tab above should turn green if all steps are completed correctly.

Core Reading Program

After opening the school plan for review, click on the **Core Reading Program** tab at 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.

Core Reading Program

Intervention Program

Assessment Plan

Professional Development Plan

Final Requirements

Submit

- Year of last K-3 Reading curriculum review: Verify the year the current core reading program was most recently reviewed by the district/charter. 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.

Core Reading Program

Intervention Program

Assessment Plan

Professional Development Plan

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

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: This information should align with the schedule uploaded in the final requirements section.

Core Reading Program

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

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. This should include the full day of operation and not be limited to hours of reading instruction each day.

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 is accurate for the time a school entered the literacy plan.

Kindergarten Program * Half day program ✓

Hours of Kindergarten Instruction Provided Per Half Day Program * 4 Hour ✓

Hours of Kindergarten Instruction Provided Per Full Day Program Not Applicable

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)	
Civic Center Fund, tax credit	15

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.



Reject

Click "Reject" if you do NOT approve of the Core Programs being used.

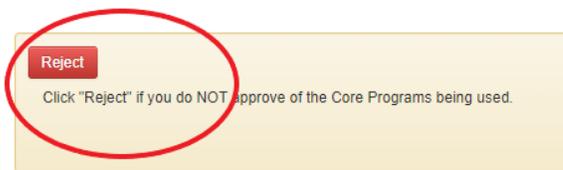
Accept For Aggregation

Once all Core Programs are approved, click "Accept for Aggregation". The "Core Reading Program" tab above should turn green if all steps are completed correctly.



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**.



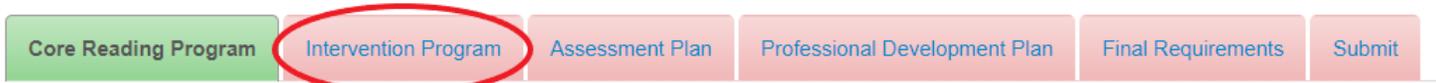
Reject

Click "Reject" if you do NOT approve of the Core Programs being used.

- 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 reviewing each tab, prior to approving or rejecting entire literacy plan.

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 below benchmark (before, during, after school).
 - Duration: Daily duration spent on Tier 2 intervention should reflect intervention beyond the regular 90+ minutes of core instruction.
 - Frequency: Number of days per week spent on Tier 2 intervention support. (see sample)

Tier II Intervention Program(s)--small group (3-7 students) instruction targeted to students who perform below benchmark on valid screening assessment.*

Intervention Program	Grade	Session	Duration	Frequency
Barton Reading and Spelling System	Kindergarten	During School	0-30 minutes	4 Days
Barton Reading and Spelling System	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.

- Students significantly at-risk receive a minimum of 45 minutes of skill-specific intervention at least 5 days per week, or all school days in session (or 225 minutes weekly or what is most appropriate for a specific student). This instruction is provided before, during, or after school in addition to the 90 minutes of Tier 1 core reading instruction.
- If a student population does not require intensive intervention and no Tier 3 information is provided in the plan, a brief explanation must be answered. Otherwise, this area is left blank.

If Tier III will not be provided this school year, please explain here. Otherwise, complete all information above.

You MUST enter an explanation if no Tier III program is entered above.

Your Message

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

Special Education-Identified SLD (Reading) Program(s)—specialized programs or alternative reading curricula used within special education for students with identified learning disabilities.

You must enter SLD Reading Programs here. If your school does not have one, please explain.*

Barton Reading and Spelling System and Foundations (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 this section are complete.

[Accept For Aggregation](#)

Once all Programs are approved, click "Accept for Aggregation".
The "Intervention Plan" tab above should turn green if all steps are completed correctly.

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

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.
 - Continue reviewing other sections.

Reject

Click "Reject" if you do NOT approve of the Intervention Programs being used.

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 exemptions.
 - This is not correlated with a Minimally Proficient and/or 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 this information. For assistance with this data, please contact the ADE testing inbox at testing@azed.gov. The MOWR team does not have access to this information.

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.

3. Students Retained: Verify the total number of 3rd grade students retained due to MOWR.
 - 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 and were not retained, schools should have entered the number of students who were subsequently *promoted* to fourth grade due to one of the legislative good-cause exemptions.
 - Verify the accurate aggregated counts for all schools.

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.

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.
 - **Reminder, this is the same tool schools use to submit the literacy assessment data 3x/year.**

Universal Screening Tools: Administered to every K-3 student at the beginning, middle, and end of the year (and upon entry for new students) to provide an indicator of risk in acquiring basic reading skills, level of intervention needed, and determine which students to further diagnose prior to receiving intervention. ***This is the same tool also used to submit the MOWR literacy assessment data 3x/year. *

Screening Tools	Grade
iSTEEP	Kindergarten
iSTEEP	1st Grade
iSTEEP	2nd Grade
iSTEEP	3rd Grade

6. Diagnostic Tool(s): Students 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 provide a deeper diagnostic assessment 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 ISTEOP ORF
3rd Grade	Comprehension Fluency Vocabulary	(ie) Acadience Reading Diagnostic: Comprehension, Fluency and Oral Language (CFOL)

Ensure diagnostic tools assess for the selected components of literacy. Not all diagnostic assessments assess all areas of literacy.

- Progress Monitoring Tools:** Verify that the frequency of progress monitoring aligns with the practices intended to be in place for the current school year.
 - If a school selected "Not currently being implemented", this should trigger a site-based conversation with the literacy team.
 - Progress monitoring is a legislative requirement.
 - It is recommended that progress monitoring happens more frequently as the 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 *

- 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.

Reject
Accept For Aggregation

Click "Reject" if you do NOT approve of the Assessment Tools being used.

Once all Assessment Tools are approved, click "Accept for Aggregation". The "Assessment Plan" tab above should turn green if all steps are completed correctly.

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

- 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**.

Reject

Click "Reject" if you do NOT approve of the Assessment Tools being used.

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 or MTSS Team is involved in the planning of professional development. Each school has reported a brief narrative on the professional development planned for this year in Tier 1 instruction, Tier 2/3 intervention, assessment, and data analysis for their teachers/support staff at each grade level.
 - 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. Verify evidence-based PD is being provided. (Yes/No)

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 196/400 Characters	Tier II/Tier III Intervention 218/400 Characters	Assessment 250/400 Characters	Data Analysis 109/400 Characters	Comments / Explanations:
	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.	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.	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	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 will be viewed by ADE. LEA Approver: Fri Jul 10 2020 Thank you, Avondale. These are very clear outlines of your PD.
Kindergarten*	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	
1st Grade*	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	
2nd Grade*	<input type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	
3rd Grade*	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	
Please check if the professional development program used by LEAs meets ESSA evidence levels* <input checked="" type="radio"/> Yes <input type="radio"/> No					
<input type="button" value="Reject"/>			<input type="button" value="Accept For Aggregation"/>		

2. **Dyslexia Training Designee:** Verify each school accurately selected the status of their identified K-3 "Dyslexia Training Designee".
 - Dyslexia Training Designee information (name, title, email, and title(s) of approved trainings) were provided for all schools.
 - For schools in progress or completed with the required trainings, certificates were to be loaded. Ensure each certificate includes the DTD's first and last name, date of completion, and clearly indicates the approved training.
 - **This is a legislative requirement to be in progress by July 1, 2022.**
3. **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.

4. (or) Reject: If any component of this section is inaccurate, click the red Reject button to disapprove this section
- Plans that do not include information for all applicable grade levels K-3 must be rejected.
 - The section tab will remain **red**.

Submission Due Date: 12:00 AM - Tue, Jun 23, 2020 Entity ID: 91136 | By: School Approver1 on 7/11/2020 | Contact #: 600-600-6000 | Email: Sch.App1@mowr.com

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

Any area needing corrections, should be rejected, and that tab will remain red.

Professional Development Plan

Reminder

- Clicking the Reject button for any section, will only keep the tab at the top red. (no other action will appear to happen)
- Only sections *rejected* at the LEA-level can be edited and corrected by the School Approver.
- The School Literacy Plan will not be sent back to the School Approver for edits until you click “Reject Form” on the last Submit tab.
- Continue reviewing each tab, prior to approving or rejecting the entire literacy plan.

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.

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

- Master Reading Block Schedule**: A copy of each school’s master reading block schedule should be retained at the district office or charter holder for documentation purposes **AND** uploaded in individual school literacy plans. Verify that each school’s 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**.
 - 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.

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

The MOWR team prefers master school schedules to better provide guidance.

- Parent/Guardian Communication:** Parent letters must be sent home at least two times during the school year. Verify that all schools have selected Yes, and the appropriate letters have been attached. Click on the file name to review all attached letters.

 - ADE has templates available online. <http://www.azed.gov/mowr/mowr-for-administrators/>
 - Templates should be modified to match each school's individual plans for students at risk.

Parent/Guardian Communication:
Indicate the letter(s) that the District / Charter / School has prepared for the parent notification.

Letter #1: Informs all K-3 guardians of the Arizona Move on When Reading and Dyslexia Laws as described in A.R.S. § 15-704, sections B and C. This letter goes home at the start of a new school year and upon entry for new students. Yes - 100% (2/2) No - 0

Letter #2: Informs parents that a K-3 student does not demonstrate sufficient reading skills, including students who are identified as having characteristics of dyslexia based on a screening for indicators. The required elements in A.R.S. § 15-704, section 2 and A.R.S. § 15-704, section B (1-6). Yes - 100% (2/2) No - 0

Attached Parent Letters :

School Name	Document Name	Uploaded on
Academy Del Sol	MOWR Letter 1 to Parents Updated Aug 2020.pdf	09/03/2020
Academy Del Sol	MOWR Letter 2 Updated Aug 2020.pdf	09/03/2020
Academy Del Sol - Hope	MOWR Letter 1 to Parents Updated Aug 2020.pdf	09/03/2020
Academy Del Sol - Hope	MOWR Letter 2 Updated Aug 2020.pdf	09/03/2020

- 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.

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.

- 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.

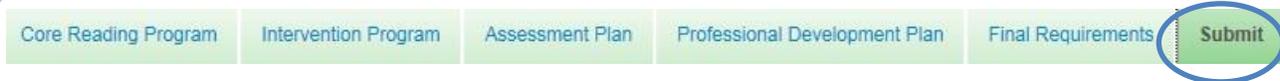
 - If all previous tabs are also green, the Submit tab will also turn **green** with this step.



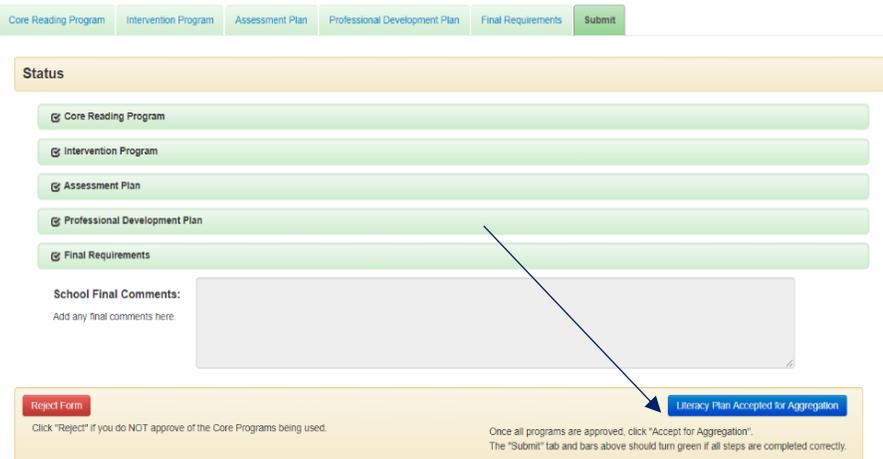
- (or) Reject:** If any component of this section is inaccurate, click the red Reject button to disapprove this section.

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 the entire form.



1. **Approving School Plan:** 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 (shown below) in the lower right corner accessible. If any tabs are still red, the Literacy Plan Accepted for Aggregation tab is *not functional*.
 - 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.
 - This does not submit to ADE.**
 - 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.
 - a. Click on the final Submit tab across the top.
 - b. Click the red Reject Form button in the bottom left-hand corner.
 - i. This gives access back to School Approver to edit only the red tabs.
 - ii. Tabs that were accepted are no longer accessible by the School Approver.
 - iii. 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.

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.)



Click "Reject Form" to give School Approver access to make corrections and resubmit plan. Once all programs are approved, click "Accept for Aggregation". The "Submit" tab and bars above should turn green if all steps are completed correctly.

3. **Track Status:** If a literacy plan was rejected, it will now appear in the top orange box indicating that the organization needs to resubmit 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).

District/Charter Action Items, Forms Due to ADE

Literacy Plan

1 of 1 organizations need to submit their Literacy Plan. Click on the organization link to view a school's contact details. As the LEA approver, you do not have access to edit a school plan in this portal.

Entity ID	Organization Name	Status	Date
91136	Legacy Traditional School - Avondale	R	4:23 PM - 11, Jul 2020

0 of 1 submissions awaiting review. Click the link to review their submission.

No submissions awaiting review

0 of 1 completed
LAST STEP, YOU MUST COMPLETE!
When all submission reviews are completed, click below. Due Date: 12:00 AM - 23, Jun 2020

No school submissions selected for aggregation. Check below in "History" under the relevant tab for details.

Literacy Plan

Click on the organization link to view their contact details.

51 of 59 organizations need to submit their Literacy Plan.

Entity ID	Organization Name	Status	Date
4961	Bush Elementary	R	12:07 AM - 20, Jul 2019
4967	Eagleridge Enrichment Program		
4915	Edison Elementary School	R	2:15 PM - 29, Jul 2019
4932	Eisenhower Center for Innovation		
4937	Field Elementary School	W	4:15 PM - 26, Jul 2019
90752	Franklin at Alma Elementary		
91812	Franklin at Brimhall Elementary		

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 accepted for aggregation, 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 schools 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 LEA Approver home screen.

3 of 59 completed.

LAST STEP, YOU MUST COMPLETE!

When all submission reviews are completed, click below. Due Date: 12:00 AM - 1, Oct 2019

[Click here to combine all school submissions and submit to ADE](#)

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

Legacy Traditional School - Avondale. Literacy Plan 2020-2021 Status: Working [Print](#)

You are now reviewing the district/charter's aggregate literacy plan, which will be submitted to ADE. This is the final step required by the LEA Approver. Verify each section is complete and accurate. Click the blue button in the bottom right corner of each section if it is ready. Once all sections have turned green, you can proceed to the Submit tab and Send to ADE. This final submission is always due to ADE by October 1.

Submission Due Date: 12:00 AM - Tue, Jun 23, 2020 Entity ID: 91135 | By: Not Available on 1/1/0001 | Contact: Not Available | Email:

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

Remove Schools From Aggregation

Year of last K-3 Reading curriculum review

K-3 Literacy Plan - Aggregated Core Reading Program

Core Reading Program	Kindergarten	First Grade	Second Grade	Third Grade	Comments / Explanations: Click here to add a comment or explanation. <small>These comments will be viewed by ADE.</small>
Expeditionary Learning	100 % (1/1)	0 % (0/1)	0 % (0/1)	0 % (0/1)	
Journeys	0 % (0/1)	100 % (1/1)	100 % (1/1)	100 % (1/1)	
Aggregated Duration for Core Reading Program					
Duration	Kindergarten	First Grade	Second Grade	Third Grade	
Less than 90 minutes	0 % (0/1)	0 % (0/1)	0 % (0/1)	0 % (0/1)	
90-119 minutes	100 % (1/1)	100 % (1/1)	100 % (1/1)	100 % (1/1)	
More than 120 minutes	0 % (0/1)	0 % (0/1)	0 % (0/1)	0 % (0/1)	

3. Verify Number of Schools: 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.

Core Reading Program
Intervention Program
Assessment Plan

Year of last K-3 Reading curriculum review

K-3 Literacy Plan - Aggregated Core Reading Program

Core Reading Program	Kindergarten
Expeditionary Learning	100 % (1/1)
Journeys	0 % (0/1)

Kindergarten, Expeditionary Learning ✕

School Name
Legacy Traditional School - Avondale

4. **Confirm Complete and Accurate:** 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.

BEFORE SCHOOL - 0 % (0/1) DURING SCHOOL - 100 % (1/1) AFTER SCHOOL - 100 % (1/1)

Tier III - Aggregated Duration for Intensive Intervention Program(s)

Duration	Kindergarten	First Grade	Second Grade	Third Grade
0-30 minutes	0 % (0/1)	0 % (0/1)	0 % (0/1)	0 % (0/1)
31-60 minutes	100 % (1/1)	100 % (1/1)	100 % (1/1)	100 % (1/1)
61-90 minutes	0 % (0/1)	0 % (0/1)	0 % (0/1)	0 % (0/1)
91-120 minutes	0 % (0/1)	0 % (0/1)	0 % (0/1)	0 % (0/1)

Explanation: Why Tier III is currently not being provided

Legacy Traditional School - Avondale -

Special Education-Identified SLD (Reading) Program(s):

Legacy Traditional School - Avondale - Barton Reading and Spelling System and Fundations (K-3)

Reject Intervention Program Ready 

5. **LEA/ADE Comments:** Provide any additional **Comments/Explanations** for the MOWR team on any section of the aggregated plan.

Submit [Remove Schools From Aggregation](#)

Comments / Explanations:

[Click here to add a comment or explanation.](#)
These comments will be viewed by ADE.

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

Status: Rejected Print

4235 | By: Not Available on 1/1/0001 | Contact: Not Available | Email:

Submit [Remove Schools From Aggregation](#) ←

7. **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.

- a) **This information can be found on the MOWR homepage. See [Submission Requirements and MOWR Allocations](#).**
- b) **If you have questions about the K-3 Reading distributions, please contact ADE School Finance at SchoolFinance@azed.gov or 602-542-5695.**

8. **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 the ADE School Finance and available on the MOWR homepage: <https://www.azed.gov/mowr/>

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

Budget: Previous and Current Year MOWR Expenditures

Per ARS §15-211, each school district and charter school shall submit data on program expenditures. Further, school districts and charter schools shall use these monies only in support of K-3 literacy. Please indicate the dollar amount applied to each of the categories listed below. Include actual expenditures for the previous school year and estimated expenditures for the current school year. For more information, click [here](#).

Previous School Year's Total District/Charter MOWR Funding*

Actual Spending	Dollar Amount	Percentage
K-3 Staffing*	<input type="text" value="\$1000"/>	68.97
K-3 Assessment Materials/Tools*	<input type="text" value="\$0"/>	0.00
K-3 Instructional Materials/Tools*	<input type="text" value="\$50"/>	3.45
K-3 Professional Development*	<input type="text" value="\$400"/>	27.59

9. **Current Year's MOWR Budget:** For the current school year, provide the estimated total dollar amount 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/>

K-3 Professional Development* 36.36

Additional Comment:

[Reject](#)
[Final Re](#)

- If subcategories do not match sum of total estimate, you will receive an Alert! Message.

Estimate of Current School Year's Total District/Charter MOWR Funding* \$1650

Estimated Spending	Dollar Amount	Percentage
K-3 Staffing*	\$1000	60.61
K-3 Assessment Materials/Tools*	\$0	0.00
K-3 Instructional Materials/Tools*	\$100	6.06
K-3 Professional Development*	\$600	36.36

Additional Comment:

Alert!
Estimated total and sum of estimated spending must match.

- Budget Comments:** Enter any additional comments pertaining to funds in the window at the bottom of this Final Requirements page. Then click Final Requirements Ready.

- Final Steps:** Once all tabs have been verified and turned green, click on the **green** Submit tab at the top.
 - If you see this status alert, notify moveonwhenreading@azed.gov or 602-364-2053 immediately.**

K-3 Literacy Plan - Status

Once all literacy plan tabs have been verified and determined as ready to submit by turning green, enter any final LEA comments in the textbox, enter the role, name, and email for the two primary contacts who will be used by the MOWR team to communicate feedback and status of this submission to the LEA leaders responsible for literacy practices on school campuses.

Status: Only 2 out of 6 School's Literacy Plans are Ready for ADE

Core Reading Program

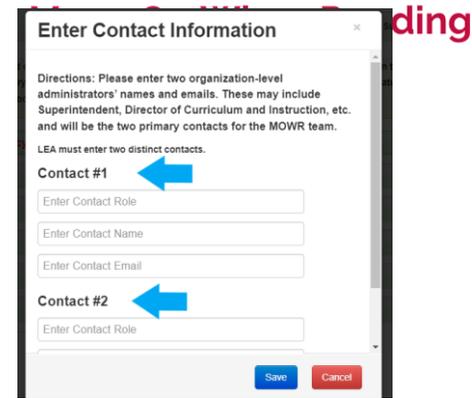
Intervention Program

Assessment Plan

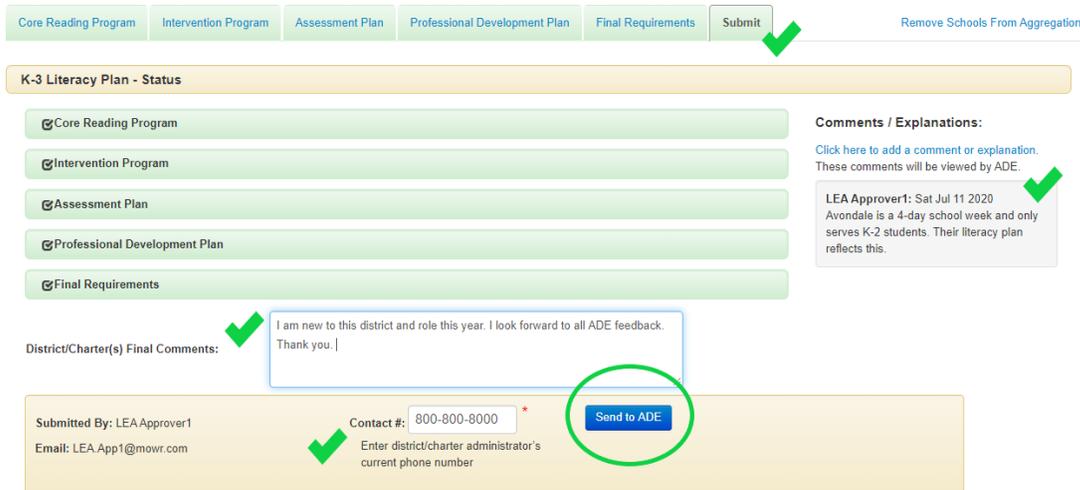
Professional Development Plan

Final Requirements

- b. Enter/Edit Contact Information
 - i. This is new for the 2022-2023 school year.
 - ii. This information is important for the MOWR team.
 - iii. Two distinct primary contacts must be entered.
 - iv. These should be organization-level administrators, who can speak to the K-3 literacy practices entered in the literacy plan.
 - v. These will be the two contacts who receive the literacy plan rubric and MOWR communication.



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



12. Send to ADE: Click the blue **Send 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.



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

All school plans have been submitted.

All school plans have been accepted for aggregation.

Aggregate plan has been submitted to ADE.

District/Charter Action Items, Forms Due to ADE

Literacy Plan

0 of 0 organizations need to submit their Literacy Plan.
Click on the organization link to view a school's contact details. As the LEA approver, you do not have access to edit a school plan in this portal. Q

No pending submissions

0 of 0 submissions awaiting review.
Click the link to review their submission. Q

No submissions awaiting review

0 of 0 completed.
LAST STEP, YOU MUST COMPLETE!
When all submission reviews are completed, click below. Due Date: 12:00 AM - 23, Jun 2020

No school submissions selected for aggregation.
Check below in 'History' under the relevant tab for details.

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
Literacy Plan 2020-2021	Submitted to ADE	5:33 PM - 11, Jul 2020	12:00 AM - 22, Jun 2020

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

All plans will be reviewed and approved by the ADE MOWR team.
Once a plan is approved, notification of approval will be sent to the LEA contacts listed in the portal.
All plans are due to the ADE on or before October 1st 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/guidanceuseseseinvestment.pdf>

Western Regional Educational Laboratory (REL) supporting evidence-based education systems

<https://ies.ed.gov/ncee/edlabs/regions/west/index.asp>