



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.

Main Landing Page- Home				
Plan Component	Criteria	Yes	No	Notes
Grades Served	Select the grades that the school/district serves. This includes grades that may not have any students currently enrolled.			
Retained/Promoted				
3rd Grade Statewide Assessment Data	Statewide ELA data from the previous 3 years will be automatically populated.	-	-	-
3rd Graders Served	Select whether your school/district had any 3 rd graders enrolled last school year.			
Overall Number of 3rd Grade Students who Did Not Meet the MOWR Cut Score on last year's statewide exam	This does <i>not</i> correspond with the number of students who 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 3rd grade Students Retained Due to MOWR	After considering all exemptions, enter the number of students that have been retained in 3rd grade this year.			
Remedial Strategies	Select at least 2 of the 4 remedial strategies that will be implemented this school year for those students who did not meet the 3 rd grade MOWR cut score last school year. Explain how you intend to use the remedial strategies selected to support these students.			
Number of 3rd grade Students Promoted Due to	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.			



a MOWR Exemption				
Valid and Reliable Assessments	Use the drop down to select the approved assessment used to determine the exemptions selected.			
Space is provided to give additional clarification if needed. For example, students who move during the summer and therefore promotion/retention status is unknown.				
Literacy Leadership Team Members				
Plan Component	Criteria	Yes	No	Notes
School Literacy Leadership Team	Provide the information required for each member of the school/district team that is involved in the K-3 Literacy Plan implementation. The school/district Dyslexia Training Designee should be a member of this team.			
Dyslexia Training Designee	<p>State the legal first and last name, job title, and grades served of the identified Dyslexia Training Designee on your campus.</p> <p><i>(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)</i></p> <p>Report the status for the school's selected "Dyslexia Training Designee" as completed/not started/in progress</p> <p><i>(If the DTD has yet to start any training, you will be prompted to enter the anticipated start date. If the DTD is in progress of training, you will be prompted to enter the anticipated completion date.)</i></p> <p>Upload documents for each of the required trainings:</p> <ol style="list-style-type: none"> 1. Understanding and Recognizing Dyslexia (URD), 2. Instruction (I), and 3. Intensifying Instruction (II) <ul style="list-style-type: none"> • File name(s) include Dyslexia Training Designee's first and last name. • Certificate date(s) must be dated after 2018 to ensure relevant training. • File name(s) does not include any symbols and are Word or PDF documents only. 			
Master Schedule	Upload the master schedule that provides the time and duration for K-3 Tier I, Tier II, and Tier III instruction.			
Goals and Assessments				
Literacy Goals	Enter your literacy goals(s) that align to your continuous school improvement plan or other improvement processes. Consider setting grade level goals.			



Universal Screening Tool(s)	<p>ADE approved universal screening tool(s) are listed for all K-3 grades served. <i>(NOTE: Only approved Universal Literacy and Dyslexia Screeners are prepopulated.)</i></p> <p>*This tool should match Universal Literacy and Dyslexia Screening tool used to submit triannual data for MOWR.</p>			
Beginning of the year screening data.	<p>Select your testing window dates. Testing should be within 45 calendar days of the first day of school or enrollment.</p>			
Enter the number of students who are at/above benchmark, approaching or significantly below benchmark.	<p>Each group will need to be broken up by subgroups:</p> <ul style="list-style-type: none"> • English Learners • American Indian or Alaska Native • Asian • African American/ Black • Hispanic or Latino • Native Hawaiian or Pacific Islander • White • Multiple races • Income Eligibility 1 and 2 • Students with Disabilities 			
Tier I (Core)				
<p>All programmatic information should reflect programs intended to be in use this school year and would be observed on any given day for the appropriate tier of support.</p>				
Entry Parent Letter: Parent/Guardian Communication (Letter 1)	<p>Letter 1 is sent home to all K-3 students upon entry (45 days after enrollment or first day of school).</p> <p>This letter should be personalized for the school and contain:</p> <ul style="list-style-type: none"> • Information about AZ's Move on When Reading law and third-grade retention policies • Legislative exemptions to retention <p>*NOTE: Parent letter templates and required components may be found on the MOWR website.</p>			
Professional Development Plan	<p>Select “yes” or “no” to indicate whether your school is providing professional learning opportunities for Tier I reading practices for this school year.</p>			
Professional Development Narrative	<p>If you selected “yes” in the previous question, provide a brief narrative outlining the professional development plan (including any internal and/or external providers) for Tier 1 instruction for the current school year as it should relate to your literacy goals.</p> <p>*See sample narratives.</p>			



Core Reading Curriculum Adoption	The year that the school/district last adopted its K-3 reading curricula. Provide additional information regarding continuous review of core curriculum.			
Kindergarten Programming	Kindergarten program (full day, half day, both, or not applicable) offered to students this school year.			
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)			
Core Reading Program(s)	K-3 Core Reading program(s) that provides explicit and systematic instruction on the 5 essential components of literacy, aligned to AZ ELA standards, and meets one of ESSA's top three tiers of evidence. <i>Prepopulated programs meet evidence-based requirements. If non-vetted program is selected, a textbox will appear to manually type the name of the curriculum.</i>			
Funding Source(s) for Kindergarten Program	Kindergarten funding source for current 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%.			
Core Reading Program Duration	Duration which all K-3 students receive Tier I core reading instruction. (At least 450 minutes (about 7 and a half hours) per week).			
Core Reading Program Frequency	Frequency which all K-3 students receive Tier I core reading instruction. ADE recommends at least 5 days of reading instruction per week or all days of school in session.			
Supplemental materials*	<i>*If the school is using non-vetted core curriculum, then supplemental materials must be provided. A school using vetted core curriculum may use supplemental materials, which should be indicated here.</i>			
Tier II/III (Intervention)				
Plan Component	Criteria	Yes	No	Notes
Professional Development Plan	Select "yes" or "no" to indicate whether your school is providing professional learning opportunities for Tier II/Tier III reading interventions for this school year.			



Professional Development Narrative	If you selected “yes” in the previous question, provide a brief narrative outlining the professional development plan (including the internal and/or external providers) for Tier II/III intervention for the current school year as it relates to literacy goals. See sample narratives .			
Attestation	Initial the statement: “I acknowledge that within 2 weeks of the universal screener, any student below benchmark is administered a diagnostic assessment to determine skill deficits which guide intervention.”			
Diagnostic Tool(s)	Diagnostic tools measure 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.			
Use of Diagnostic Tool(s) Summary	Explain how the diagnostic tools are being used to further identify students’ targeted literacy needs and how the information is used to plan for interventions.			
At Risk Parent Letter: Parent/Guardian Communication (Letter 2)	Letter 2 is sent home to any K-3 students receiving intervention during BOY, MOY, and EOY. This letter should be personalized for the school and contain: <ul style="list-style-type: none"> • Description of the student's current needs • Description of the interventions available to remediate the reading deficiencies • Legislative remedial strategies • Parental strategies to support reading proficiency at home • Notification about the promotion/retention legislation (MOWR) 			
Tier II Intervention Program(s)	Evidence-based Tier II intervention program(s) is listed for <u>each</u> grade level for which they are provided. <i>Prepopulated programs meet evidence-based requirements. If non-vetted program is selected, a textbox will appear to manually type the name of the curriculum.</i>			
Tier II Intervention Program Session	Specify the session of Tier III intensified intervention for each grade level: before, during, or after school.			
Tier II Intervention Program Duration	Duration of Tier II reading intervention (<i>Note: this is <u>in addition to Tier 1 core instruction</u></i>). Recommendation: at least 90 minutes per week (i.e. 30 minutes 3 times per week).			



Tier II Intervention Program Frequency	The frequency for which Tier II intervention is provided each week. (i.e., at least 3 days per week)			
Evidence-based Curricular Tools	Provide information regarding how the school/district ensures evidence based curricular tools for Tier II curriculum prior to next school year. If there is no plan to find evidence based curricular tools for Tier II, then indicate that.			
Progress Monitoring Tier II	Explain the process for identifying students who need Tier II interventions and monitoring their progress.			
Progress Monitoring Frequency	Students approaching benchmark and receiving Tier II interventions and students significantly at-risk are progress monitored frequently. Select the appropriate progress monitoring frequency (weekly, every 2, 3, or 4 weeks, or quarterly) <i>Progress monitoring is a legislative requirement and "Not currently being implemented" should not be selected.</i>			
Tier III Intensified Support	Select "yes" or "no" to answer whether you are offering Tier III intensified reading intervention. Evidence-based Tier III intervention program(s) is listed for <u>each</u> grade level for which they are provided. <i>Programs are prepopulated and meet evidence-based requirements. If non-vetted program is selected, a textbox will appear to manually type the name of the curriculum.</i>			
Tier III Intensified Intervention Program Session	Specify the session of Tier III intensified intervention for each grade level: before, during, or after school.			
Tier III Intensified Intervention Program Duration	Duration which Tier III reading intervention is provided. (At least 225 minutes, or about 4 hours, per week)			
Tier III Intensified Intervention Program Frequency	Frequency which Tier III intervention is provided. (At least 5 days per week or all days of school in session)			
Progress Monitoring Tier III	Explain the process for identifying students who need Tier III interventions and monitoring their progress.			
Evidence-based Curricular Tools	Provide information regarding how the school/district ensures evidence based curricular tools for Tier III curriculum prior to next school year. If there is no plan to find evidence based curricular tools for Tier III, then indicate that.			



Progress Monitoring Frequency	Students approaching benchmark and receiving intensive Tier III interventions are progress monitored frequently. Select the appropriate progress monitoring frequency (weekly, every 2, 3, or 4 weeks, or quarterly) <i>Progress monitoring is a legislative requirement and "Not currently being implemented" should not be selected.</i>			
Budget				
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				
Previous School Year MOWR Funding Allocations	The actual total dollar amount of MOWR funding received by the LEA (combined for all schools in the LEA) during the previous school year will be automatically populated. LEA will need to add any funds not used from previous year.	-	-	-
Previous School Year Dissemination of MOWR Funds	The breakdown for how the previous year's MOWR funds were applied to K-3 Staffing, K-3 Assessment Materials, K-3 Instructional Materials, and K-3 Professional Development. Funds not spent will be automatically calculated. <i>*Sum must total the actual dollar amount.</i>			
Current School Year Estimated MOWR Funding	The estimated total dollar amount of MOWR funding to be received by the LEA (combined for all schools in the LEA) during the current school year will be automatically populated. Include funds not spent from the previous year.			
Current School Year Estimated Dissemination of MOWR Funds	The breakdown for how the estimated 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. <i>*This is an estimation and understood it may change throughout the year</i>			
Final				
Final	School/LEA Approver will be notified when approved.			