

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

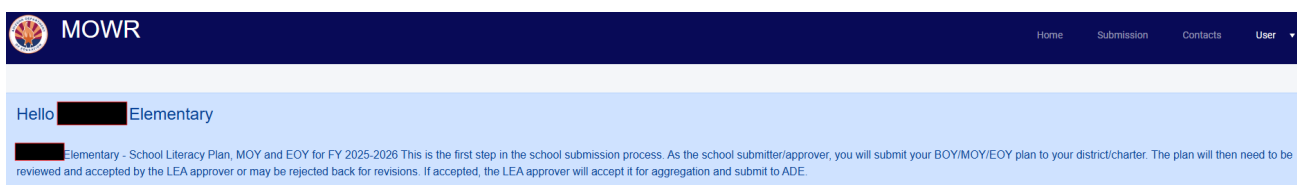
**For those individuals who are both School and LEA Approver (mostly single-site charters and districts), there will be two MOWR portal links in ADEConnect, one for the school entity and one for the district/charter entity. For this first step, enter the Move On When Reading Portal under the school entity.*

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

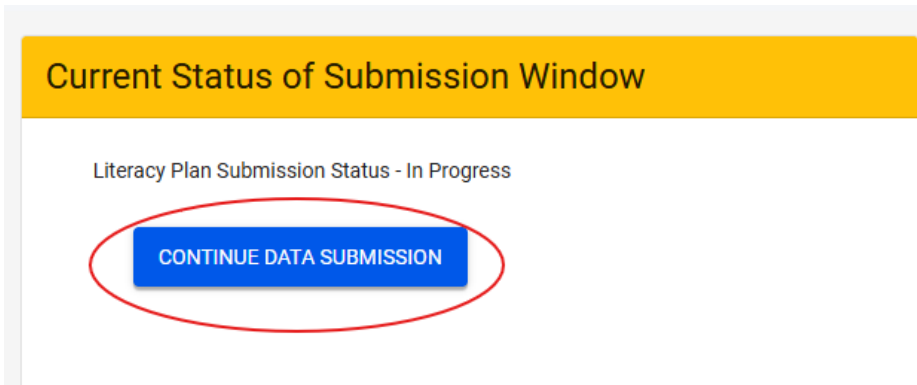
**Note: A link to ADEConnect can also be found at www.azed.gov. All user account permissions are managed by the district/school Entity Administrator. If you do not have MOWR permissions in ADEConnect, contact your district Entity Administrator for access. For guidance on the process for adding new MOWR 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 at the top of the dashboard.

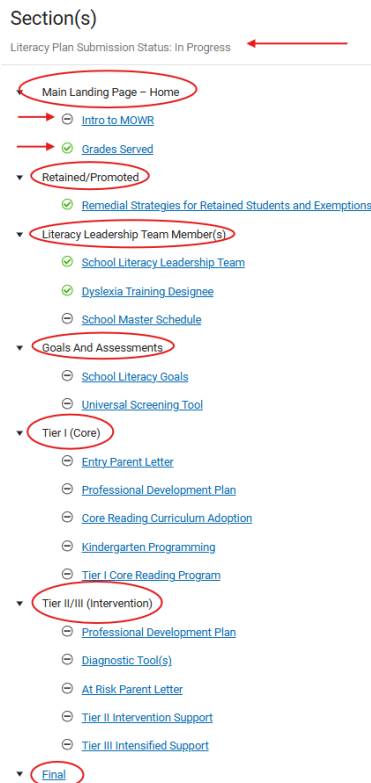


3. Locate **‘Current Status of Submission Window** and click on **‘Continue Data Submission’** on the left dashboard.



Steps for Entering Information in School Literacy Plan

The essential components of the K-3 Literacy Plan are separated into seven key areas; **Main Landing Page-Home, Retained/Promoted, Literacy Leadership Team Members, Goals and Assessments, Tier I (Core), Tier II/III (Intervention)** and **Final**. Each of these components is listed on the left side of the screen. Click on any component tab to open that section and enter information. Once each section is completed, the black circle will change to a **green checkmark**. Work can be saved and continued later.



Main Landing Page - Home

1. Click on the **Intro to MOWR** section and read the Welcome. You may click on the links to see the resources regarding legislation and the latest State Board of Education rules. Click the **Next** button to go to **Grades Served**.

Introduction to MOWR



Welcome to Move On When Reading

Arizona's Move On When Reading policy is designed to provide students with evidence-based, effective reading instruction in kindergarten through third grade in order to position them for success as they progress through school, college, and career. The legislation in [A.R.S §15-701](#), [A.R.S §15-704](#), and [A.R.S §15-211](#) (as amended by [HR2026](#)) explains the requirements for pupil promotion, early literacy instruction, and accountability for student achievement in reading.

2024 Board Rule MOWR Assessment Update - If you have questions about the [2024 Board Rule on Assessment](#) (Item F.2.c.i.), please reach out to the [Assessment team](#).

Finding Your Way Around: [Navigating the Move On When Reading Webpage](#)

Here's the link to the website that has this information: [Welcome to Move On When Reading | Arizona Department of Education \(azed.gov\)](#)



2. Select the grades that your school serves. This includes grade levels that may not have students enrolled, but your is capable of serving if they were to enroll. For example, if you are a K-8 school, but do not have any 1st graders enrolled at the time of completing the literacy plan then you would place a checkmark next to kindergarten, first grade, second grade, and third grade even though you currently do not have any 1st graders enrolled. Select **Save & Continue**.
 - The **Comments** area is available for each section of the literacy plan if you wish to use it.

SUBMISSION
COMMENTS ←

Grades Served

✔ Completed

Which grade levels does the school serve? Please check all that apply ?

- Kindergarten
- First Grade
- Second Grade
- Third Grade

PREVIOUS

SAVE & CONTINUE

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.

Retained/Promoted

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.

3RD GRADE READING	STATEWIDE ASSESSMENT 2025	STATEWIDE ASSESSMENT 2024	STATEWIDE ASSESSMENT 2023
Minimally Proficient	95	60	73
Partially Proficient	11	15	15
Proficient	23	37	25
Highly Proficient	12	9	7

- Select whether you had any 3rd graders enrolled at your school last year.
- The overall number of 3rd grade students who did not meet the MOWR cut score on last year's statewide exam: This number is prepopulated and includes students who completed all AASA ELA testing (including ORF). This number is not correlated with a Minimally Proficient and/or Partially Proficient rating.
- Enter the number of 3rd graders 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.

Did you have any enrolled 3rd graders last school year ?

Yes No

The number of 3rd graders that failed to meet the MOWR cut score

The number of 3rd graders retained due to MOWR

- 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 students approaching or at-risk.
 - This is a required field.
 - More than two may be selected, if applicable.
 - Include in the text box how you intend to use the strategies selected to support students you retained. Explain who is providing the remedial strategies, when they are given and how often are they used. If you did not retain, explain how you will use these strategies for students who did not meet the MOWR cut score or who are approaching or at-risk.

At least 2 of the following 4 remedial strategies must be selected

A requirement that the pupil be assigned for evidence-based reading instruction by a different teacher who was designated in that teacher's most recent performance evaluation in one of the top two performance classifications.

Summer school reading instruction.

In the next academic year, intensive reading instruction that occurs before, during or after the regular school day, or any combination of before, during and after the regular school day.

Small group and teacher-led evidence-based reading instruction, which may include computer-based or online reading instruction.

How do you intend these remedial strategies to support the student(s) you retained this year due to not meeting the MOWR cut score?

- 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.
 - If you selected the exemption that requires demonstration of sufficient reading skills or adequate progress towards sufficient reading skills, then you must select the valid and reliable reading assessment from the drop down menu.
 - 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.**

The number of 3rd graders promoted due to exemption

Exemption Count Breakdown:

is an English learner or a limited English proficient student as defined in section 15-751 and has had fewer than three years of English language instruction.

is in the process of a special education referral for placement in special education, has been diagnosed as having a significant reading impairment, including dyslexia, or is a child with a disability as defined in section 15-761 if the pupil's individualized education program team and the pupil's parent or guardian agree that promotion is appropriate based on the pupil's individualized education program.

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

Receives intervention and remedial services during the summer or subsequent year and demonstrates sufficient reading progress.

Has demonstrated or subsequently demonstrates sufficient reading skills or adequate progress toward sufficient reading skills of the third-grade reading standards as evidenced through a collection of valid and reliable reading assessments approved by the state board of education, which includes an alternative standardized reading assessment approved by the state board.

Select the valid and reliable reading assessments used to determine this exemption

Please provide any additional information if needed

- Click **Save & Continue**.

Literacy Leadership Team Members

- Click the **+Add School Literacy Leadership Team Member** to add each member. This team will create and enter MOWR Literacy Plans and assessment data for each submission throughout the school year. You may include the following staff that have a deep understanding of the school's evidence-based core, interventions, and assessment framework. This may include, but is not limited to: site administrators, K-3 literacy leadership staff, including general education and special education teachers, coaches, and Dyslexia Training Designee.

School Literacy Leadership Team

The MOWR Literacy Plan should be a collaborative effort among school literacy leaders and using data to plan and implement evidence-based literacy practices.

+ ADD SCHOOL LITERACY LEADERSHIP TEAM MEMBER

FIRST NAME	LAST NAME	SCHOOL NAME	ROLE	EMAIL ADDRESS	WORKED ON LITERACY PLAN (Y/N)	DTD EMPLOYEE	GRADES SERVED	ACTIONS
ide	jff	[REDACTED]	pdf	ide@mool.com	No	Yes	Kindergarten, First Grade, Second Grade, Third Grade	<input type="checkbox"/>

Is there any additional information you would like to provide in regards to your team members?

- Include any additional information you want to share about this team.

Is there any additional information you would like to provide in regards to your team members?

- Click **Save & Continue**.
- If you included your DTD in the school literacy leadership team, then the information will be prepopulated for you at the top of this page.

Primary Dyslexia Training Designee Personal Information

jdf, ade

ade jdf

jndf ade@moll.com

Grades Served

- Kindergarten
- First Grade
- Second Grade
- Third Grade

5. Select **Completed/In progress/Not Started** 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.

6. Select the **Completion Date** or **Anticipated Completion Date** and upload the certificate. 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.

Instruction Training

I: Keys to Beginning Reading II: Keys to Literacy -Keys to Beginning Reading

Completed In Progress Not Started

Completion Date 03/20/2022

File Upload

SELECT FILES... Drag and drop files here

Intensifying Instruction Training

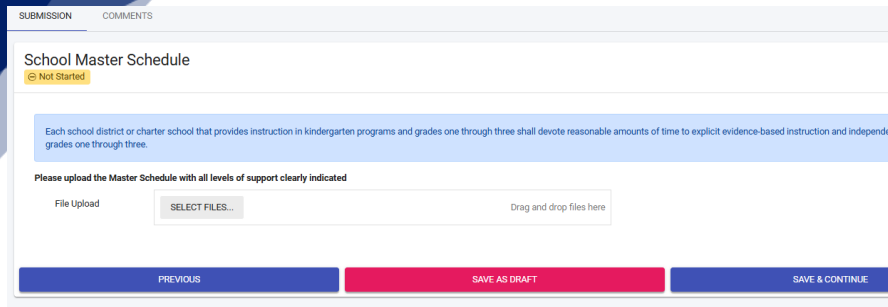
I: Keys to Beginning Reading II: Keys to Literacy -Keys to Beginning Reading

Understanding & Recognizing Dyslexia Training

Keys to Literacy Understanding Dyslexia

7. Click **Save & Continue**.

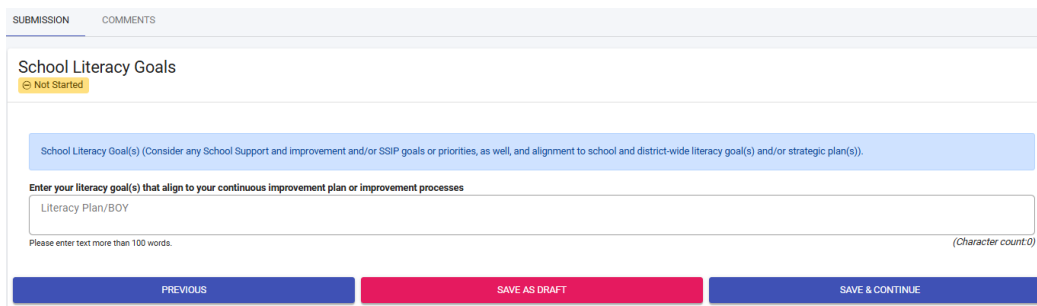
8. Each school will attach their **reading instruction schedules** by clicking “**Select File**” and “**Upload File.**”
 - Schedules should clearly show Core Tier 1 reading instruction times each day totaling 450 minutes each week. As well as 90 minutes of Tier 2 intervention and 225 minutes of Tier 3 intervention each week available to students. For more guidance on instructional minutes, review [K-3 Reading Minutes](#) and [Recommended Instructional Minutes](#).
 - The MOWR team prefers master 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.
 - Clearly label the schedule with Core, Tier II Intervention, and Tier III Intervention.



9. Click **Save & Continue**.

Goals and Assessments

1. Type your **school narrative**. Include your **literacy goal** and your plan to meet this goal for the current school year. Refer to your data analysis in your description. There is a minimum of 100 words and a maximum of 4,000 words.



2. Click **Save & Continue**.
3. Click the **+Add Screening Tool button** at the top of the screen. Select the **Universal Literacy & Dyslexia Screening Tool** used by your school.
 - All K-3 students are screened for reading difficulties, including characteristics consistent with dyslexia, in the fall, winter, and spring benchmark periods.
 - **Reminder, this is the 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.**

4. Provide the **testing dates** for the beginning of year Universal Literacy & Dyslexia Screening.

Beginning of the year screening data

Testing dates:

Start	End
<input type="text" value="mm/dd/yyyy"/>	<input type="text" value="mm/dd/yyyy"/>

5. Enter the **total number** of students in grades kindergarten, first grade, second grade, and third grade who are at or above benchmark at the beginning of year based on the Universal Literacy and Dyslexia Screener data. Then, include the number of kindergarten, first grade, second grade, and third grade

students by **subgroup** who are at or above benchmark at the beginning of year based on the Universal Literacy and Dyslexia Screener data.

If a student qualifies under multiple categories, please select the predominate category.

Enter the number of students that are above or at benchmark

	Kindergarten	First grade	Second grade	Third grade	Total
English Learners	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
American Indian or Alaska Native	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Asian	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
African American/Black	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Hispanic or Latino	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Multiple Races	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Native Hawaiian or Pacific Islander	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
White	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Income Eligibility 1 and 2	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Students with Disabilities	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Total	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

6. Enter the **total number** of students in grades kindergarten, first grade, second grade, and third grade who are approaching or at some risk at the beginning of year based on the Universal Literacy and Dyslexia Screener data. Then, include the number of kindergarten, first grade, second grade, and third grade students by **subgroup** who are approaching or at some risk at the beginning of year based on the Universal Literacy and Dyslexia Screener data.

If a student qualifies under multiple categories, please select the predominate category.

Enter the number students that are approaching benchmark and/or some risk

	Kindergarten	First grade	Second grade	Third grade	Total
English Learners	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
American Indian or Alaska Native	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Asian	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
African American/Black	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Hispanic or Latino	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Multiple Races	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Native Hawaiian or Pacific Islander	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
White	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Income Eligibility 1 and 2	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Students with Disabilities	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Total	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

7. Enter the **total number** of students in grades kindergarten, first grade, second grade, and third grade who are at risk at the beginning of year based on the Universal Literacy and Dyslexia Screener data. Then, include the number of kindergarten, first grade, second grade, and third grade students by **subgroup** who are at risk at the beginning of year based on the Universal Literacy and Dyslexia Screener data.

If a student qualifies under multiple categories, please select the predominate category.

Enter the number students that are significantly at risk and/or high

	Kindergarten	First grade	Second grade	Third grade	Total
English Learners	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
American Indian or Alaska Native	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Asian	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
African American/Black	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Hispanic or Latino	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Multiple Races	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Native Hawaiian or Pacific Islander	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
White	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Income Eligibility 1 and 2	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Students with Disabilities	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Total	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

8. Click **Save & Continue**.

Tier 1 (Core)

- Each school will attach their **Entry Parent Letter** by clicking “**Select File**” and “**Upload File.**”
 - Parent letters must be sent home at the appropriate times during the year. Enter the date the Entry Parent Letter was sent home to all K-3rd grade students.
 - ADE has English & Spanish letter templates available online. <http://www.azed.gov/mowr/mowr-for-administrators/>
 - File name should not contain any special characters.
 - Legislation requires the entry letter be sent prior to the screener which must be given within 45 days of the start of school or enrollment.

Entry Parent Letter
 Not Started

Indicates that 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 is for new students.

File Upload
 SELECT FILES...

Date Entry Parent Letter was sent home
 MM/dd/yyyy

I acknowledge that this letter was sent home with all K-3 students at the beginning of the school year and will be sent to all new students upon entry. This includes students attending virtual classes.

Initials

PREVIOUS SAVE AS DRAFT

- Type your initials** acknowledging that the Entry Parent Letter was sent to all students at the beginning of the school year or upon entry. This includes K-3 students with an IEP, 504, and/or attending virtual classes.
- Click **Save & Continue.**
- Select **Yes** or **No** to the question: Are you providing professional learning opportunities for Tier I reading practices this school year to you teaching staff?
- Describe your PD plan** for this school year designed to focus on improving **Tier 1** reading practices and core instruction.
 - [ARS 15-704](#) requires all school districts and charter schools to provide ongoing teacher training grounded in evidence-based reading research.
 - Be as explicit as possible describing the professional development plan in each area. (Include the grade levels attending, the person or people providing the PD, the duration, the frequency, why this is needed and how you intend to monitor the implementation of the learning).

Professional Development Plan
 Not Started

Describe the professional learning that is planned for this year designed with a focus to improve Tier I reading practices.

Are you providing professional learning opportunities for Tier I reading practices for this school year?

Yes
 Tier 1 Core Reading Instruction is an area of focus for our school this year.

No
 Although Tier 1 Core Reading Instruction is not an area of focus for our school this year, Intervention Practices to include data analysis/diagnostic tools/intervention materials is our area of focus.

Describe the ongoing PD plan for this year designed with a focus to improve Tier 1 reading practices and core instruction.

- Enter the **month and year** of your last K-3 core reading curriculum adoption.
- Explain how you **continually evaluate** your core curriculum to ensure it meets the needs of your students.

Core Reading Curriculum Adoption
 Ⓞ Not Started

Special Education reading curriculum must follow the MOWR requirements for evidence-based instruction including meeting the Top 3 Tiers of Evidence for ESSA. Special education students may be g their disability indicated in their IEP.

A.R.S §15-704 Each school district or charter school that provides instruction for pupils in kindergarten programs and grades one through three shall conduct a curriculum evaluation and adopt an evid that includes the essential components of reading instruction. "Essential components of reading instruction" means explicit and systematic instruction in the following: (a) Phonological awareness, inc (b) Phonics encoding and decoding, (c) Vocabulary development, (d) Reading fluency as demonstrated by automatic reading of text, (e) Reading comprehension of written text, (f) Written and oral exp handwriting.

"Evidence-based reading research" means research that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on either: (i) Strong evidence fr and well-implemented experimental study, (ii) Moderate evidence from at least one well-designed and well-implemented quasi-experimental study, (iii) Promising evidence from at least one well-design correlational study with statistical controls for selection bias.

Enter the month and year of the last K-3 core curriculum adoption

How are you continually evaluating your core curriculum to ensure it is meeting the needs of all students? What are the plans to conduct a review of the current reading program that includes curriculum and professional development considering current, evidence-based reading research? This includes an evaluation of teachers' implementation of all core curricula based on design and intended use per the vendor's evidence-base.

(Character Count 0)

8. Click **Save & Continue**.

9. 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 current school year.

- 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.

10. 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.

Describe the kindergarten program that is provided at your school.

Kindergarten Schedule

Kindergarten Program

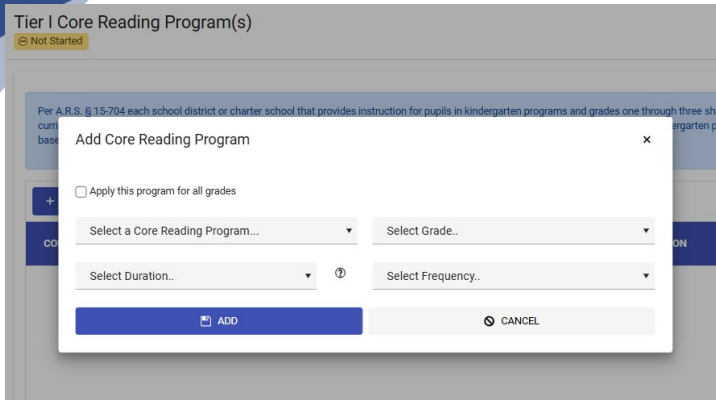
Funding Sources for Kindergarten Program

Funding Source	Percentage (%) (Must total 100%)	
Maintenance and Operation Funds	0	<input type="button" value="EDIT"/>
Title I Funds	0	<input type="button" value="EDIT"/>
Move on When Reading Funds	0	<input type="button" value="EDIT"/>
21st Century Grants	0	<input type="button" value="EDIT"/>
Early Literacy Grant	0	<input type="button" value="EDIT"/>
Override Funds	0	<input type="button" value="EDIT"/>
Other	0	<input type="button" value="EDIT"/>

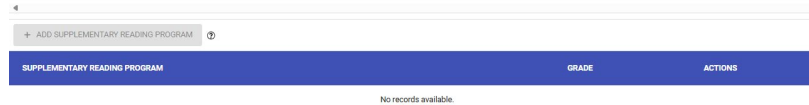
11. Click **Save & Continue**.

12. Click the **+Add Core Reading Program** to select the core reading curriculum you are using for grades K-3rd. If you are not using a program on the list, select **“Current Core Program Without Established ESSA Rating or Under Review.”** If you select this option, you will be asked to enter the name of the curriculum you are using on this page.

- Select the grades using the core reading curriculum, the duration of use daily, and the weekly frequency.



13. If you selected “**Current Core Program Without Established ESSA Rating or Under Review,**” you will need to click on the **+Add Supplementary Reading Program** button to share how you are supplementing a non-vetted core reading curriculum.
- You will not be able to move forward if you are using “**Current Core Program Without Established ESSA Rating or Under Review**” and do not select a supplement.
 - You may enter the name of all programs used for reading instruction in Special Education K-3 in the comments section of this page.



14. Click **Save & Continue**.

Tier II/III (Intervention)

1. Select **Yes** or **No** to the question: Are you providing professional learning opportunities for Tier II/III reading practices this school year to you teaching staff?
2. **Describe your PD plan** for this school year designed to focus on improving **Tier II/III** reading practices and intervention instruction.
 - [ARS 15-704](#) requires all school districts and charter schools to provide ongoing teacher training grounded in evidence-based reading research.
 - Be as explicit as possible describing the professional development plan in each area. (Include the grade levels attending, the person or people providing the PD, the duration, the frequency, why this is needed and how you intend to monitor the implementation of the learning).
 - Include whether your plan is designed to include effective and purposeful data analysis, purposeful and efficient use of diagnostic tools, and/or appropriate use of high-quality intervention materials with fidelity.

Professional Development Plan

Not Started

Describe the professional learning that is planned for this year designed to use diagnostic data to provide appropriate Tier II/III reading practices.

Are you providing professional learning opportunities for Tier II/III reading practices for this school year?

Yes

There is a professional development plan to improve intervention practices to include data analysis/diagnostic tool/intervention materials in place for this purpose.

No

If there is not a professional development plan to improve intervention practices to include data analysis/diagnostic tool/intervention materials in place for this purpose, you may skip this section and go back to the core professional development section. Note that at least one plan must be in place in order to receive ADE MOWR funding. Once a plan is in place, it cannot be removed/revoked until the start of the next school year.

What ongoing professional learning is planned this year that is designed with a focus to improve teachers' efficacy with:

- I. Effective and purposeful data analysis?
- II. Purposeful and efficient use of diagnostic tools?
- III. Appropriate use of high-quality intervention materials with fidelity?

3. **Type your initials** acknowledging that within 2 weeks of the universal screener, all K-3 students below benchmark is administered a diagnostic assessment.
 - 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.
 - a. 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.
 - b. This is recommended within 2 weeks of any universal screening period, or as soon as possible.
4. 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.

Administered selectively to at-risk students to gather specific detailed information and inform intervention instruction. Please verify components measured by diagnostic tools.

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.

Initials: _____

Diagnostic Tool(s): Skill deficits measured

Kindergarten Diagnostic Tool(s)

List at least one diagnostic tool for each applicable grade and select the corresponding literacy strand that the tool pertains to.

Phonological Awareness
 Phonemic Awareness
 Word Decoding
 Comprehension
 Fluency

First Grade Diagnostic Tool(s)

List at least one diagnostic tool for each applicable grade and select the corresponding literacy strand that the tool pertains to.

Phonological Awareness
 Phonemic Awareness
 Word Decoding
 Comprehension
 Fluency

Second Grade Diagnostic Tool(s)

List at least one diagnostic tool for each applicable grade and select the corresponding literacy strand that the tool pertains to.

Phonological Awareness
 Phonemic Awareness
 Word Decoding
 Comprehension
 Fluency

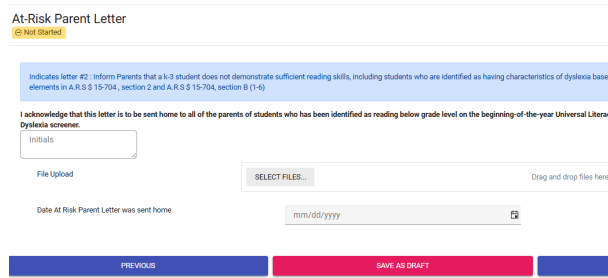
Third Grade Diagnostic Tool(s)

List at least one diagnostic tool for each applicable grade and select the corresponding literacy strand that the tool pertains to.

Phonological Awareness
 Phonemic Awareness

5. Click **Save & Continue**.
6. Each school will attach their **At-Risk Parent Letter** by clicking **“Select File”** and **“Upload File.”**
 - Parent letters must be sent home at the appropriate times during the year. Enter the date the At-Risk Parent Letter was sent home to all K-3rd grade students.
 - ADE has English & Spanish letter templates available online. <http://www.azed.gov/mowr/mowr-for-administrators/>
 - File name should not contain any special characters.

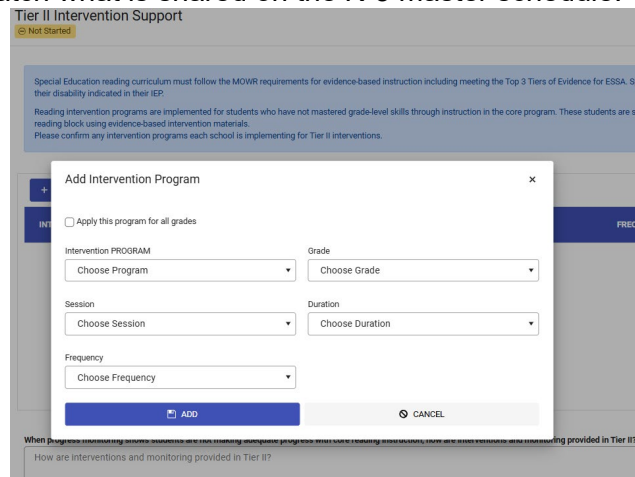
- Legislation requires the at-risk letter be sent within three weeks of identification of reading difficulties at each screening.



7. Click **Save & Continue**.

8. Click the **+Add Intervention Program** to select the Tier II reading intervention curriculum you are using for grades K-3rd. If you are not using a program on the list, select **“Tier II Program Without Established ESSA Rating or Under Review.”**

- Select the grades using the core reading curriculum, the session (before, during or after school), the duration of use daily, and the weekly frequency. All selections should match what is shared on the K-3 master schedule.



9. In the text box, answer the following question: **When progress monitoring shows students are not making adequate progress with core reading instruction, how are interventions and monitoring provided in Tier II?**

When progress monitoring shows students are not making adequate progress with core reading instruction, how are interventions and monitoring provided in Tier II?

How are interventions and monitoring provided in Tier II?

10. **Click the drop-down menu to select the frequency** that students receiving **Tier II** reading interventions are progress monitored.

- 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.

When progress monitoring shows students are not making adequate progress with core reading instruction, how are interventions and monitoring provided in Tier II?

How are interventions and monitoring provided in Tier II?

How often are Tier II Students being progress monitored?

Select a Frequency

11. Click **Save & Continue**.

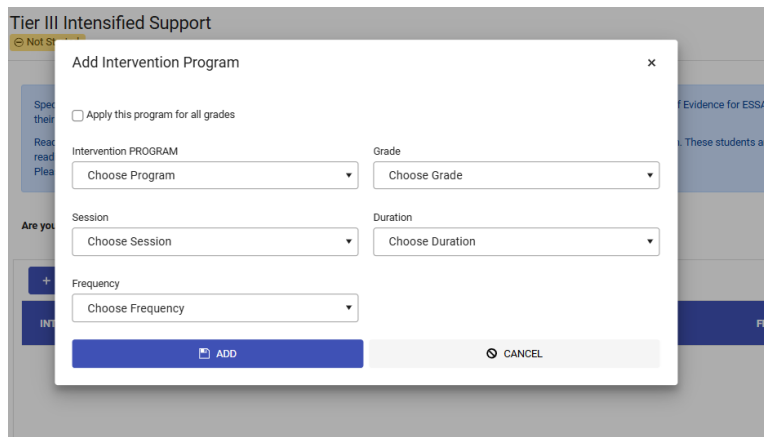
12. Select **Yes** or **No** to identify whether you are offering **Tier III** reading interventions to any students at your school. Tier III should not be considered special education minutes.

Are you offering Tier III Intensified Reading Interventions?

Yes No

13. Click the **+Add Intervention Program** to select the Tier III reading intervention curriculum you are using for grades K-3rd. If you are not using a program on the list, select **“Tier III Program Without Established ESSA Rating or Under Review.”**

- Select the grades using the core reading curriculum, the session (before, during or after school), the duration of use daily, and the weekly frequency. All selections should match what is shared on the K-3 master schedule.



14. In the text box, answer the following question: **When progress monitoring shows students are not making adequate progress with Tier II intervention, how are interventions and monitoring intensified in Tier III?**

When progress monitoring shows students are not making adequate progress with Tier II intervention, how are interventions and monitoring intensified in Tier III?

What targeted Tier 3 intervention program(s) are used during the school day? What supplementary programs (to include online support) are provided during the school day?

15. Click the **drop-down** menu to select the **frequency** that students receiving **Tier III** reading interventions are progress monitored.

- 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.

How often are Tier III Students being progress monitored?

Select a Frequency

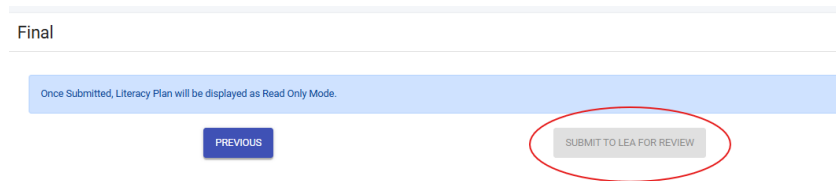
16. Click **Save & Continue**.

Final

1. Verify that all sections of the plan are complete and all pages have a **green check mark**. If any sections are still a black circle, return to that section to complete.

2. Add any final school comments.
3. Click the **Submit to LEA for Review** button.

- 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.



Final

Once Submitted, Literacy Plan will be displayed as Read Only Mode.

PREVIOUS

SUBMIT TO LEA FOR REVIEW

4. 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.

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.

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