

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 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.

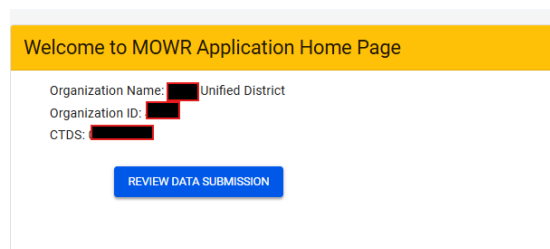
This is the second step in a two-step process. If all schools have not first submitted their school-level literacy plans to the LEA Approver for review, return to step one. For guidance on step one of this process, see [17 MOWR 2025-2026 School literacy plan submission guidance.pdf](#).

Steps for ADE Connect and MOWR Home Page

*For those individuals who are both School and LEA Approver, you will need to toggle to LEA Approver using the blue User button on the right side of the screen and select "Switch." 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)



**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> .

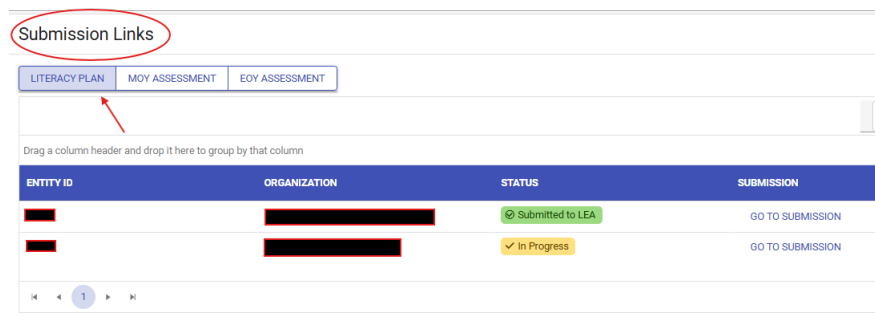
2. Verify accurate LEA Approver permission status at the top of the dashboard.

Hello [redacted] Unified District

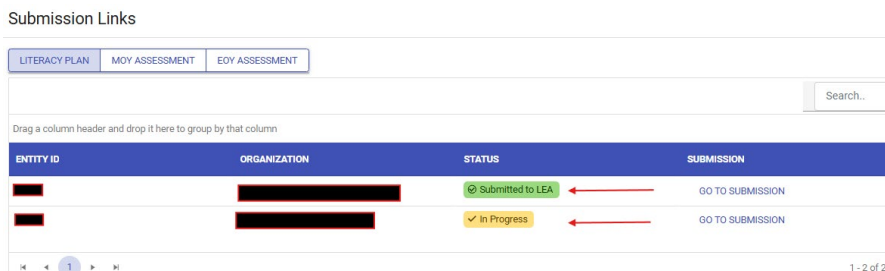
[redacted] Unified District # FY 2025-2026

This is the first step in the LEA submission process. As the **LEA Approver**, you will review the Literacy Plan(s) submitted by the school approver(s). You do not have access to make any changes to school data. Verify each section is complete and accurate. Click completed for aggregation if section is ready or reject the section(s) that need to be revised by the school approver and it will be sent back to the school.

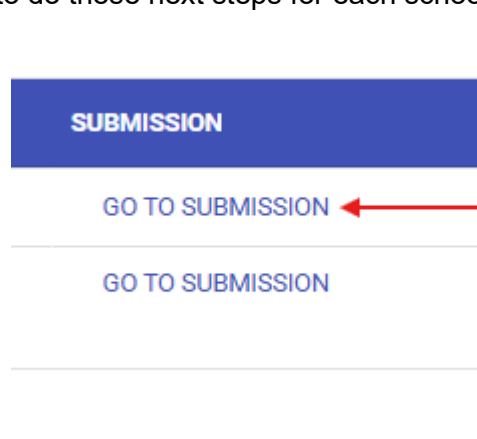
3. Locate on the dashboard: **'Submission Links'** and ensure **'Literacy Plan'** is selected.



4. Locate **'Status'** and verify that the school(s) within the LEA have successfully submitted to LEA. If not, then you will not be able to proceed until this is done.



5. If the school(s) you are going to review have successfully submitted to the LEA, then select **'Go To Submission.'** You will have to do these next steps for each school within your LEA.



****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.

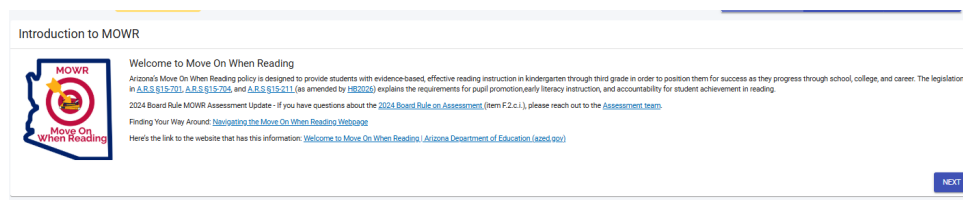
Step One Reviewing School Submissions

The essential components of the K-3 Literacy Plan are separated by **Main Landing Page-Home**, **Retained/Promoted**, **Literacy Leadership Team**, **Goals and Assessments**, **Tier 1 (Core)**, **Tier II/III (Intervention)**, and **Final**. Each of these components is listed on the left side 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 **“Approve”** 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, and the School Approver will need to repeat the submission process.

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**.



2. Verify that the correct **grades the school serves** is entered. This includes grade levels that may not have students enrolled, but the school is capable of serving if they were to enroll. For example, if it is a K-8 school, but does not have any 1st graders enrolled at the time of completing the literacy plan then the school would place a checkmark next to kindergarten, first grade, second grade, and third grade even though the school currently does not have any 1st graders enrolled. Select **Approve** or **Reject**.
 - The Comments area is available for each section of the literacy plan if you wish to use it to share comments with the School Approver.



Retained/Promoted

- 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.

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

- Below the table, verify whether the school had any 3rd graders enrolled last school year.
- Verify the 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 number is prepopulated and includes students who completed all AASA ELA testing (including ORF).
 - This is not correlated with a Minimally Proficient and/or Proficient rating.
- Verify the number of **3rd grade students retained due to MOWR**. This is not correlated with a Minimally Proficient rating. Third graders may also be retained due to other educational reasons. (Do not include that count in this field.)
 - "0" should be entered 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

- Verify that **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.
 - Read the explanation in the text box on how the school intends to use the strategies selected to support students retained. Verify that the explanation includes who is providing the remedial strategies, when they are given and how often are they used. If the school did not retain, verify that the explanation includes how the school 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?

6. Verify that the number of students who were **promoted** to fourth grade due to one of the legislative good-cause exemptions is included.

- All boxes must have an entry.
- If no students were exempted in a category, verify “0” was entered in the field.
- If the school selected the exemption that requires demonstration of sufficient reading skills or adequate progress towards sufficient reading skills, then verify that they selected 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

7. Select **Approve** or **Reject**.

Literacy Leadership Team Members

1. Verify that the school has added **School Literacy Leadership Team Members**.

School Literacy Leadership Team Completed

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
ade	jdf	[REDACTED]	jdf	ade@moll.com	No	Yes	Kindergarten, First Grade, Second Grade, Third Grade	<input type="button" value="edit"/>

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

2. Read any additional information that may have been provided.

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

3. Select **Approve** or **Reject**.

4. Verify that the DTD information has populated.

Primary Dyslexia Training Designee Personal Information

Grades Served

- Kindergarten
- First Grade
- Second Grade
- Third Grade

5. Verify that the 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. Verify that **Completion Date** or **Anticipated Completion Date** have been provided and the correct certificates were uploaded. A school may have chosen to train more than one DTD per campus. They should 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. Select **Approve** or **Reject**.
8. Verify that the school has uploaded their **reading instruction schedule**.
- 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.

SUBMISSION COMMENTS

School Master Schedule

Not Started

Each school district or charter school that provides instruction in kindergarten programs and grades one through three shall devote reasonable amounts of time to explicit evidence-based instruction and independent grades one through three.

Please upload the Master Schedule with all levels of support clearly indicated

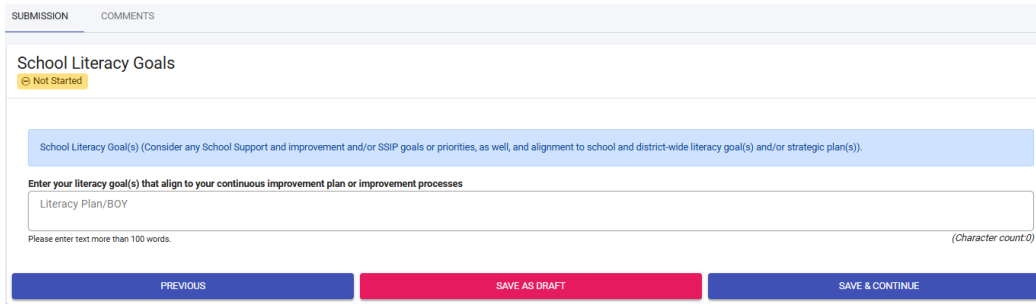
File Upload: SELECT FILES... Drag and drop files here

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9. Select **Approve** or **Reject**.

Goals and Assessments

1. Verify the **school narrative** is submitted. It should include a **literacy goal** and a description of how the school plans to meet this goal for the current school year. It should reference data analysis in the description. There is a minimum of 100 words and a maximum of 4,000 words.



SUBMISSION COMMENTS

School Literacy Goals

Not Started

School Literacy Goal(s) (Consider any School Support and Improvement and/or SSIP goals or priorities, as well, and alignment to school and district-wide literacy goal(s) and/or strategic plan(s).)

Enter your literacy goal(s) that align to your continuous improvement plan or improvement processes

Literacy Plan/BOY

Please enter text more than 100 words. (Character count 0)

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2. Select **Approve** or **Reject**.
3. Verify that the school has selected a **Universal Literacy & Dyslexia Screening Tool**.
 - 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. Verify the school has provided **testing dates** for the beginning of year Universal Literacy & Dyslexia Screening.

Beginning of the year screening data

Testing dates:

Start End

mm/dd/yyyy mm/dd/yyyy

5. Verify that the **correct 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 was entered and by **subgroup**.

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	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
African American/Black	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
Multiple Races	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	0	0	0	0	0
Income Eligibility 1 and 2	0	0	0	0	0
Students with Disabilities	0	0	0	0	0
Total	0	0	0	0	0

- Verify that the **correct 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 was entered and by **subgroup**.

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"/>

- Verify that the **correct 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 was entered and by **subgroup**.

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"/>

- Select **Approve** or **Reject**.

Tier I (Core)

- Verify that the **Entry Parent Letter** was uploaded.
 - Parent letters must be sent home at the appropriate times during the year. Ensure that the date the Entry Parent Letter was sent home to all K-3rd grade students is included.
 - 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

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

2. Verify the **correct 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.
3. Select **Approve** or **Reject**.
4. Verify whether the school is providing professional learning opportunities for Tier I reading practices this school year to their teaching staff.
 - If so, read the PD plan and verify that it **includes the grade levels attending, the person or people providing the PD, the duration, the frequency, why this is needed and how the school intends 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.

5. Verify the **date of the last K-3 reading curriculum adoption.**
6. **Read the explanation** of how the school evaluates that the core curriculum meets the needs of the school's 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 given 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 evidence-based reading instruction program that includes the essential components of reading instruction. "Essential components of reading instruction" means explicit and systematic instruction in the following: (a) Phonological awareness, including phonics, sound-letter correspondence, and syllable segmentation; (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 expression.

"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 from 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-designed 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)

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SAVE & CONTINUE

7. Select **Approve** or **Reject**.
8. Verify that the school has selected the correct **kindergarten program** (half day program, full day program, both half day and full day, or not applicable) currently offered.
 - 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.
9. Verify the correct percentage(s) for all **funding sources** for the 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: Choose Program Schedule

Funding Sources for Kindergarten Program

Funding Source	Percentage (%) (Must total 100%)	
Maintenance and Operation Funds	0	EDIT
Title I Funds	0	EDIT
Move on When Reading Funds	0	EDIT
21st Century Grants	0	EDIT
Early Literacy Grant	0	EDIT
Override Funds	0	EDIT
Other	0	EDIT

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10. Select **Approve** or **Reject**.

11. Verify that the correct **core reading program** is selected including the **duration of use daily and weekly frequency**.

Tier I Core Reading Program(s)

Not Started

Per 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...

Add Core Reading Program

Apply this program for all grades

Select a Core Reading Program... Select Grade..

Select Duration.. Select Frequency..

ADD CANCEL

12. Select **Approve** or **Reject**.

Tier II/III (Intervention)

1. Verify whether the school is providing professional learning opportunities for Tier II/III reading practices this school year to their teaching staff.
 - If so, read the PD plan and verify that it **includes the grade levels attending, the person or people providing the PD, the duration, the frequency, why this is needed and how the school intends to monitor the implementation of the learning.**

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?

2. Verify the **correct initials** acknowledging that within 2 weeks of the universal screener, all K-3 students below benchmark are 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.
 - When deficit areas are identified via a universal screener, further investigation and diagnostic assessment are utilized to gather more specific data to make informed decisions for instruction and intervention. Most universal screeners do not provide diagnostic information; therefore, a more appropriate diagnostic tool will be needed.
 - This is recommended within 2 weeks of any universal screening period, or as soon as possible.
3. Verify that the correct **individual component(s) of literacy**, as well as write the corresponding **diagnostic tool(s)** for each grade level are provided.

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

4. Select **Approve** or **Reject**.
5. Verify that the **At-Risk Parent Letter** is uploaded.
 - Parent letters must be sent home at the appropriate times during the year. Ensure that the date the At-Risk Parent Letter was sent home to all K-3rd grade students is included.
 - 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.

At-Risk Parent Letter

Not Started

Indicates letter #2: Inform Parents that a k-3 student does not demonstrate sufficient reading skills, including students who are identified as having characteristics of dyslexia based elements in A.R.S. § 15-704, section 2 and A.R.S. § 15-704, section B (1-6)

I acknowledge that this letter is to be sent home to all of the parents of students who has been identified as reading below grade level on the beginning-of-the-year Universal Literacy Dyslexia screener.

Initials

File Upload Drag and drop files here

Date At Risk Parent Letter was sent home

6. Select **Approve** or **Reject**.
7. Verify the correct **Tier II Intervention Program** is selected. 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.
 - Select the grades using the **Tier II Intervention Program**, 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.
 - Students at some risk receive a minimum of 30 minutes of skill-specific intervention at least 3 days per week. This instruction is provided before, during, or after school in addition to the 90 minutes of Tier 1 core reading instruction.

Tier II Intervention Support

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. Specify their disability indicated in their IEP.

Reading intervention programs are implemented for students who have not mastered grade-level skills through instruction in the core program. These students are self-reading block using evidence-based intervention materials.

Please confirm any intervention programs each school is implementing for Tier II interventions.

Apply this program for all grades

Intervention PROGRAM

Grade

Session

Duration

Frequency

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?

8. **Read the explanation** on how the school is using interventions when progress monitoring shows students are not making adequate progress with core reading instruction.
9. Verify the frequency that **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?

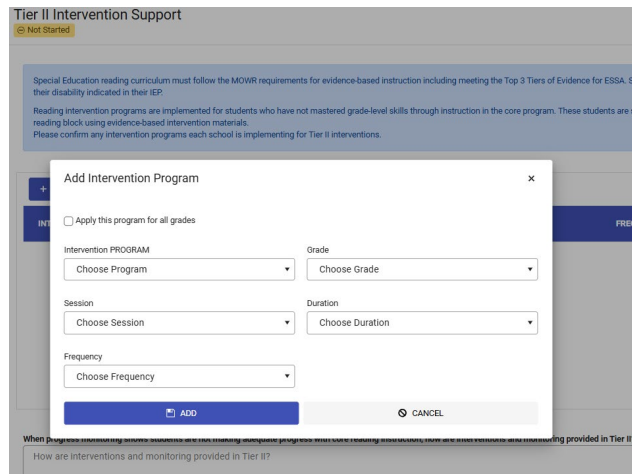
How are interventions and monitoring provided in Tier II?

How often are Tier II Students being progress monitored?

10. Select **Approve** or **Reject**.

11. Verify the correct **Tier III Intervention Program** is selected. 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.

- Select the grades using **Tier III Intervention Program**, 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.
- 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.



The screenshot shows a web interface for 'Tier II Intervention Support'. A modal window titled 'Add Intervention Program' is open, allowing users to configure an intervention. The modal includes a checkbox for 'Apply this program for all grades', and several dropdown menus for 'Intervention PROGRAM', 'Grade', 'Session', 'Duration', and 'Frequency'. There are 'ADD' and 'CANCEL' buttons at the bottom of the modal.

12. **Read the explanation** on how the school is using Tier III interventions when progress monitoring shows students are not making adequate progress with Tier II intervention.

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?

13. Verify the frequency that **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

14. Select **Approve** or **Reject**.

Final

1. Ensure that all sections of the literacy plan and BOY data submission were reviewed for each school within the LEA and are correct. All sections will have a **green check mark**. If you have more than one school within your LEA, repeat the above process for each school.

This does not submit to ADE.

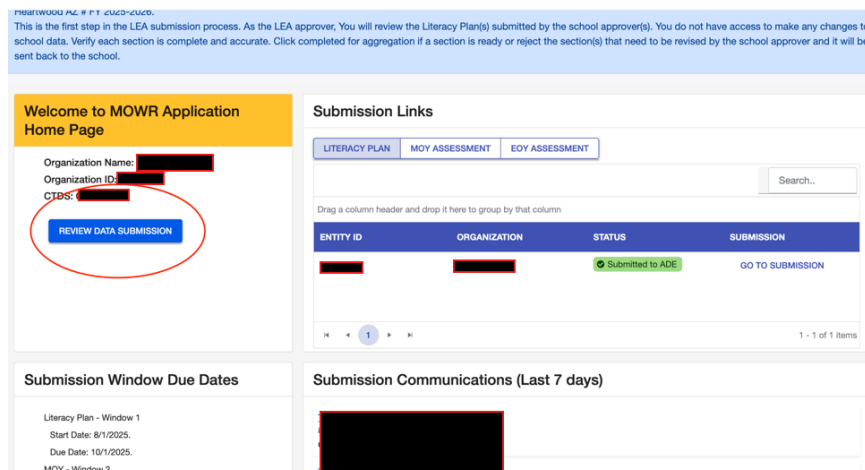
LEA Approver will complete all steps above to accept all plans for each school in the district/charter before completing steps below. If district/charter only has one school and school plan was accepted for aggregation, continue with steps below now.

STEP 2

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. Log in to [ADEConnect](#) and select the Move On When Reading link to enter the MOWR portal as the LEA Approver.
2. Locate 'Current Status of Submission Window' and click on 'Review Data Submission.'




The screenshot shows the MOWR Application Home Page. On the left, there is a 'Welcome to MOWR Application Home Page' section with fields for Organization Name, Organization ID, and CTDS. A blue button labeled 'REVIEW DATA SUBMISSION' is circled in red. On the right, there is a 'Submission Links' section with tabs for LITERACY PLAN, MOY ASSESSMENT, and EOY ASSESSMENT. Below the tabs is a search bar and a table with columns for ENTITY ID, ORGANIZATION, STATUS, and SUBMISSION. The table contains one row with a green checkmark in the STATUS column and the text 'Submitted to ADE'. Below the table is a 'GO TO SUBMISSION' link. At the bottom, there are sections for 'Submission Window Due Dates' and 'Submission Communications (Last 7 days)'.

The essential components of the K-3 Literacy Plan are separated by **Main Landing Page-Home, Retained/Promoted, Literacy Leadership Team, Goals and Assessments, Tier 1 (Core), Tier II/III (Intervention), Budget and Final**. Each of these components is listed on the left side of the screen when a school literacy plan is opened. As the LEA Approver, you must click on each component tab to open that section and continue.

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 **Complete** button and click **Next** 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 [SB2023](#)) 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 Website](#)

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

NEXT

- Review that the **grades served** is correct. Click the **Complete** button and click **Next** to go to **Retained/Promoted**.

SUBMISSION COMMENTS

Grades Served Aggregated VIEW SCHOOL SUBMISSIONS VIEW SUMMARY

Which grade levels does the school serve?

Grades Served	Schools
Kindergarten	1
First Grade	1
Second Grade	1
Third Grade	1

PREVIOUS **COMPLETE** NEXT

Retained/Promoted

- Review the remedial strategies for retained students and exemptions is correct. Click the **Complete** button and click **Next** to go to **Literacy Leadership Team Members**.

SEARCH...

TTY ID	EDUCATION ORGANIZATION	TEXT
No records available.		
number of 3rd graders promoted due to exemption :		0
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 :		0
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 :		0
student has an identified disability and has an IEP and the IEP team (including parents) agrees that promotion is appropriate :		0
student receives intervention and remedial services during the summer or subsequent year and demonstrates sufficient reading progress :		0
student 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 approved standardized reading assessment approved by the state board :		0
list the valid and reliable reading assessments used to determine this exemption		SEARCH...
No records available.		
provide additional information if needed		SEARCH...
No records available.		

PREVIOUS **COMPLETE** NEXT

Literacy Leadership Team Members

- Review the School Literacy Leadership Team. Click the **Complete** button and click **Next** to go to **Dyslexia Training Designee**.

FIRST NAME	LAST NAME	ENTITY ID	SCHOOL	ROLE/TITLE	EMAIL ADDRESS	WORKED ON LITERACY PLAN	DTD EMPLOYEE	GRADES SERVED
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Dyslexia and Literacy Intervention Specialist	[REDACTED]	YES	YES	Kindergarten,First Grade,Second Grade,Third Grade
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	K-12 ELA Director	[REDACTED]	YES	NO	N/A
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Title 1 Reading Coach	[REDACTED]	YES	NO	N/A

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

ENTITY ID	EDUCATION ORGANIZATION	TEXT
4897	Triumphant Learning Center	We worked together to follow all legislative requirements.

PREVIOUS COMPLETE NEXT

2. Review the Dyslexia Training Designees. Click the **Complete** button and click **Next** to go to **LEA Literacy Leadership Team**.

ENTITY ID	SCHOOL	FIRST NAME	LAST NAME	ROLE/TITLE	UNDERSTANDING & RECOGNIZING DYSLEXIA TRAINING TYPE	STATUS	DATE	FILE UPLOAD	UPLOADED DATE
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Dyslexia and Literacy Intervention Specialist	AIM Institute - AIM Pathways to Proficient Reading and Pathways to Structured Literacy (I, II, URD)	Completed	[REDACTED]		

PREVIOUS COMPLETE NEXT

3. Click the **+Add LEA 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.

LEA Literacy Leadership Team

Not Started

VIEW SCHOOL SUBMISSIONS VIEW SUMMARY

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

+ ADD LEA LITERACY LEADERSHIP TEAM MEMBER

FIRST NAME	LAST NAME	ROLE/TITLE	EMAIL ADDRESS	WORKED ON LITERACY PLAN	ACTIONS
No records available.					

4. 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?

5. Select **Save & Continue**.

Budget

- For the previous school year, indicate the total **dollar amount spent** on each of the allowable categories: staffing, assessment, instruction, and professional development. Include any funds not spent. The combined amounts must total the funding allocation unless some funds were not spent. Funding amounts are provided by the ADE School Finance Department SchoolFinance@azed.gov or 602-542-5695.

2025 (Previous Year's) Total District/Charter MOWR Funding Allocations	
Actual Spending	Dollar Amount
Total Allocation from Previous Year	<input type="text" value=""/>
K-3 Assessment Materials/Tools?	<input type="text" value="\$0.00"/>
K-3 Staffing?	<input type="text" value="\$0.00"/>
K-3 Instruction Materials/Tools?	<input type="text" value="\$0.00"/>
K-3 Professional Development?	<input type="text" value="\$0.00"/>
Funds Not Spent?	<input type="text" value="\$0.00"/>

- For the current school year, enter the **plan for spending** in each of the allowable categories: staffing, assessment, instruction, and professional development. Include the total received from the previous fiscal year with any funds not spent. The combined amounts in each subcategory must total the allocation including any funds that were rolled over. Funding estimates are provided by the ADE School Finance Department SchoolFinance@azed.gov or 602-542-5695.

2026 (Current Year's) Total District/Charter MOWR Funding Allocations	
Estimated Spending	Dollar Amount
Total Allocation from this Year	<input type="text" value=""/>
Total Including Funds not Spent from Previous Year?	<input type="text" value=""/>
K-3 Assessment Materials/Tools?	<input type="text" value="\$0.00"/>
K-3 Staffing?	<input type="text" value="\$0.00"/>
K-3 Instruction Materials/Tools?	<input type="text" value="\$0.00"/>
K-3 Professional Development?	<input type="text" value="\$0.00"/>

- Click the button **'Submit to ADE.'**

SUBMISSION
COMMENTS

Final

Once Submitted, LEA Literacy Leadership Team Members and Budget will be displayed as Read Only Mode and ADE Users will be notified about Aggregated Literacy Plan Submission.

PREVIOUS
SUBMIT TO ADE

Submitted By (User)

Submitted By User Email

Submitted On

8/5/2025

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.

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.

Track Status

If a literacy plan was rejected, it will now appear in the dashboard.

- All rejected plans can only be edited and resubmitted by the School Approver, unless they were rejected for the LEA Literacy Leadership Team section or the Budget.
- If the literacy plan was rejected for the LEA Literacy Leadership Team section or the Budget, then the LEA Approver may edit the appropriate section resubmit to ADE.
- Read the **Comments** from the MOWR Reviewer on any section of the plan to determine the edits that need to be made.

ENTITY ID	ORGANIZATION	STATUS	SUBMISSION
4186	[REDACTED]	Rejected by ADE	GO TO SUBMISSION

SUBMISSION **COMMENTS**

Comment(s)

CANCEL
SUBMIT

Recent Comment(s)

[REDACTED]

What times do teachers have scheduled for all levels of support (Tier II and Tier III interventions)? Please resubmit your master schedule to include the core reading block time as well as Tier II and Tier III intervention time.