



Move On When Reading

K-3 Literacy Plan Guidance

LEA Level

ARIZONA DEPARTMENT OF EDUCATION
K-12 Academic Standards
Updated for 2017-2018

LEA LEVEL PLAN (Guidance for LEA Plan)

Arizona's Move on When Reading literacy initiative refers to [A.R.S §15-701](#), [§15-704](#) and [§15-211](#). The focus of the program is to improve the foundational literacy achievement of K-3rd grade students through early intervention and prevention of reading difficulties.

This document is intended to provide technical guidance for entering and approving information on the **K-3 LEA Literacy Plan**-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 literacy program for kindergarten through third grade across the district/charter. All school literacy plans must be submitted to the LEA approver to be aggregated into a final district plan. All district plans will be reviewed by ADE staff for completion and quality upon submission.

Steps for ADE Connect and MOWR Home Page

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

*Note: A link to ADEConnect can also be found at www.azed.gov. All user account permissions are managed by the district entity administrator. If you do not have MOWR permissions in ADEConnect, contact your district entity administrator for access. For entity administrator directory, visit <https://home.azed.gov/PublicSite/>.

2. Verify accurate **LEA Approver** level login in upper right corner of screen.



3. Locate heading: **'My Action Items, Forms Due to ADE'** and find **'Literacy Plan'** box on left side.
 - a. The first box lists the schools that have not yet submitted plan to the LEA.
 - b. The second box lists schools that have submitted plans and are awaiting review.
 - c. The third box indicates where all school information will be aggregated into one district-level plan.

4. Click on a school name inside the second box (b.) to review and approve each school plan.

Steps for Reviewing School Submissions

The essential components of the K-3 Literacy Plan are separated by core reading program, intervention program, assessment plan, professional development plan and final requirements. Each of these components is listed on a red tab across the top of the screen when a school literacy plan is opened. When completing the literacy plan, click on the component tab to open that section and review information. Once each section is complete, the tabs will change to green. All approved school plans will be aggregated into a single district/charter plan to be submitted to the ADE for approval.

Core Reading Program

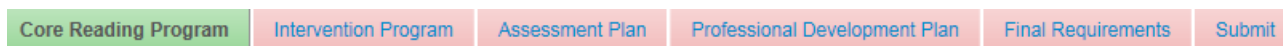
After opening the school plan, click on the **Core Reading Program** tab and follow the steps below to review all required information for this section of the literacy plan.



1. Year of last K-3 Reading curriculum review: This is a new component for the 2017-2018 literacy plans. Verify the year the current core reading program was most recently reviewed. This may be different from adoption year if a team has aligned the material with current standards, district benchmarks, etc. since original program adoption.

Year of last K-3 Reading curriculum review: * ←

2. Core Reading Program: Verify that at least one evidence-based core reading program is identified including the duration and frequency of instruction at each grade level.
 - Evidence-based Program: Per [§15-704](#), core reading programs must be evidence-based. School approvers will be asked to verify the data source indicating the evidence for effectiveness of the program according to ESSA evidence-based criteria. Information about ESSA levels of evidence standards and program review databases can be found at www.evidenceforessa.org and <https://ies.ed.gov/ncee/wwc/>. All programs listed in either of these databases are evidence-based and are acceptable for this literacy plan. If the current program is not listed in the database, contact the program vendor to request validating evidence (generally through formal studies and research) of the effectiveness of the program.
 - Duration and Frequency: All K-3 students should receive a minimum of 90 minutes of uninterrupted reading instruction 5 days per week (450 minutes/week). If the duration and frequency of the program are different, please use the comments box to explain.
3. Kindergarten Program: Verify information entered about kindergarten program is accurate.
4. After confirming that all information in the **Core Reading Program** tab is entered accurately, click **Accept For Aggregation** on the lower right corner of the screen. The Core Reading Program tab at the top of the page will turn green if all requirements for the section are complete.
5. If any component of this section is inaccurate, click **Reject** to send the plan back to the school approver for corrections. Plans that do not include information for all grade levels K-3 must be rejected.

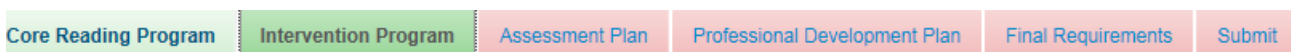


Intervention Program

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



1. Tier II-Targeted Intervention Program(s): Each school should have at least one targeted intervention program name, duration of instruction, and frequency of intervention per grade level. More than one intervention program may be entered per grade level if needed.
 - Duration and Frequency Tier II: All strategic students should receive a minimum of 15-30 minutes of targeted instruction 3-5 days per week. This instruction is provided before, during, or after school in addition to the 90 minutes of core reading instruction.
2. Tier III-Intensive Intervention Program(s): Each school should have at least one intensive intervention program name, duration of instruction, and frequency of intervention per grade level. More than one intervention program may be entered per grade level if needed.
 - Duration and Frequency Tier III: All intensive students should receive a minimum of 45-90 minutes of intensive instruction 5 days per week. This instruction is provided before, during, or after school in addition to the 90 minutes of core reading instruction.
- ❖ If a school is NOT providing Tier II or III interventions, appropriate justification must be written in the box.
3. Special Education-Identified SLD (Reading) Programs: Review the name of all programs used for reading instruction in Special Education K-3.
4. After confirming that all **Intervention Program** information is entered accurately, click **Accept For Aggregation** on the lower right corner of the screen. The **Intervention Program** tab at the top of the page will turn green if all requirements for the section are complete.
5. If any component of this section is inaccurate, click **Reject** to send the plan back to the school approver for corrections. Plans that do not include information for all grade levels K-3 must be rejected.



Assessment Plan

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



1. 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 AzMERIT ELA assessment. If this number is different from school records, it may be because data from FAY (full academic year) and NON-FAY student performance is included in this data.
2. Below the table with each of the proficiency level counts, verify accuracy of the number of 3rd grade students who did not meet the MOWR cut score on the most recent AzMERIT assessment for each school. If all 3rd grade students met the cut score, a value of 0 must be entered in this field.
 - Note: The school/district test coordinators can locate these numbers in column Z of the score report spreadsheet. For assistance with this data, please contact the Assessment department at testing@azed.gov. The MOWR team does not have access to this information.

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

3

3. Verify the accuracy of the number of 3rd grade students who did not meet the MOWR cut score but were not retained due to any legislative exemption listed. All boxes must have an entry. If no students were exempted in any particular category, a value of 0 should be entered in this field.

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

0	*Student is an English learner or a limited English proficient student and has had fewer than two years of English language instruction.
0	*Student is in the process of a special education referral or evaluation and/or student has been diagnosed as having a significant reading impairment, including dyslexia.
0	*Student has an identified disability and has an IEP and the IEP team (including parents) agrees that promotion is appropriate.

Please provide additional clarification if needed.

4. Universal Screening Tools: It is recommended that all K-3 students are screened within the first few weeks of school. Verify that scheduling for screening assessment is selected and an appropriate screening tool is indicated at each grade level.

Universal Screening Tools: Administered to every student at specific intervals to provide an indicator of risk in acquiring basic reading skills. *

Scheduling of Assessment * Second (2nd) week of atte

Click the pull-down menu to choose scheduling.

5. Diagnostic Tools: Students who were identified as not meeting grade level benchmarks should be assessed again using an appropriate diagnostic tool. Verify that scheduling for diagnostic assessment and appropriate tools are used to measure early literacy skill deficiencies.
6. Progress Monitoring Tools: It is recommended that progress monitoring happens more frequently as level of risk increases. Verify the appropriate and accurate progress monitoring frequency is entered for students at benchmark, students approaching benchmark, and students at risk. Verify identification of which progress monitoring tools are used at each grade level.

Progress Monitoring Tools: Used continuously to determine effectiveness of instructional program and to evaluate student learning or response to intervention. *

Assessment Frequency At:
Select frequency from pull-down menu.

Benchmark * every quarter **Approaching *** every 3 weeks **Significant Risk *** every 2 weeks

Progress Monitoring Tools Grade
Benchmark Assessment System 2nd Grade

7. Benchmark Assessment Tools: Verify identification of benchmark assessment tools used at each grade level K-3.
 - The benchmark assessment tool is sometimes the same as the universal screener. This is the tool that is used when submitting the beginning of year, mid-year and end of year data for MOWR.
6. After confirming that all **Assessment Plan** information is entered accurately, click **Accept For Aggregation** on the lower right corner of the screen. The **Assessment Plan** tab at the top of the page will turn green if all requirements for the section are complete.
7. If any component of this section is inaccurate, click **Reject** to send the plan back to the school approver for corrections. Plans that do not include information for all grade levels K-3 must be rejected.

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

Professional Development Plan

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



1. A professional development plan is aligned with data and addresses the needs for instructional improvement. The Literacy Leadership team is involved in the planning of professional development. For teachers/support staff at each grade level, report the provider of professional development planned throughout the year in Tier I instruction, Tier II/III intervention, assessment, and data analysis.
2. Verify that the professional development provider name is entered in each box for the four categories (Tier I, Intervention, Assessment and Data Analysis).
3. Verify the selected bubble (Yes/No) is selected for all grade levels in each professional development category.
4. After confirming that all **Professional Development Plan** tab information is entered accurately, click **Accept For Aggregation** on the lower right corner of the screen. The **Professional Development Plan** tab at the top of the page will turn green if all requirements for the section are complete.
5. If any component of this section is inaccurate, click **Reject** to send the plan back to the school approver for corrections. Plans that do not include information for all grade levels K-3 must be rejected.



Final Requirements

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



1. Master Reading Block Schedule: A copy of each school's master reading block schedule should be retained at the district office for documentation purposes **AND** uploaded in individual school literacy plans. Verify that schedule has been attached to the plan and is listed in blue text under **Document Name**. Click on the file name to review the attached document. If the correct schedule has not been attached, the final requirements of the plan must be rejected.

Master Reading Block Schedule *
Schools must share a schedule of their reading instruction times with their district/charter holder. Choose "Yes" or "No" to confirm below.

Please confirm that you sent the current year Master Reading Block schedule to your District/Charter Office
☒ Yes ☐ No

Attach Reading Block Schedule *

Browse... Upload File

Document Name	Uploaded on
reading block schedule.docx	07/17/2017

2. Parent/Guardian Communication: Parent letters must be sent two times during the school year. Verify that the boxes for each letter are checked and the letters have been attached. Click on the file name to review the attached letters.

Attach Parent letters *

<input type="text"/>		Browse...	Upload Files
Document Name	Uploaded on		
MOWR Sample Parent Letter 1 English.docx	07/17/2017		
MOWR Sample Parent Letter 2 English.docx	07/17/2017		

- Intervention and Remedial Strategies: Verify that the boxes next to at least **two** remedial strategies have been selected. Beginning in the 2017-2018 school year, a minimum of two remedial strategies must be offered to students who do not meet the MOWR cut score on the AzMERIT.

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

- After confirming that all **Final Requirements** information is entered accurately, click [Accept For Aggregation](#) on the lower right corner of the screen. The **Final Requirements** tab at the top of the page will turn green if all requirements for the section are complete.
- If any component of this section is inaccurate, click [Reject](#) to send the plan back to the school approver for corrections.

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

Click on the **Submit** tab and follow the steps below.

Core Reading Program	Intervention Program	Assessment Plan	Professional Development Plan	Final Requirements	Submit
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- Verify that all sections of the plan are complete and the tabs at the top have changed to green. If any tabs are rejected, the plan will go back to the school level approver for corrections. The comments box within the plan can be utilized to communicate with the school approver and/or ADE approver.

Comments / Explanations:

[Click here to add a comment or explanation.](#)

- Verify the accurate LEA approver email address on the lower left side of the screen and enter a current contact phone number in the box.
- Click [Literacy Plan Accepted for Aggregation](#) and select 'yes' in the popup window. The program will be automatically directed to the home page and the newly accepted school plan will now be listed in the third box to be aggregated with all approved school plans into the final district plan.

1 of 5 completed.

LAST STEP, YOU MUST COMPLETE!

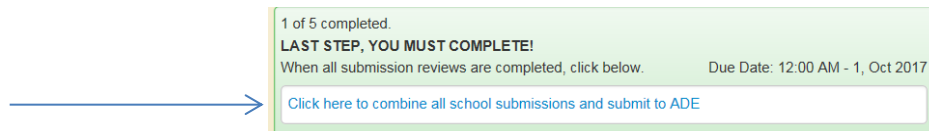
When all submission reviews are completed, click below. Due Date: 12:00 AM - 1, Oct 2017

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

Complete the steps above to review and accept all plans for each school in the district/charter.

Final Aggregation of All Schools and Budget Information

- Once all school plans in the district/charter have been submitted and approved, select [Click here to combine all school submissions and submit to ADE](#) in the third action items box on the home screen.

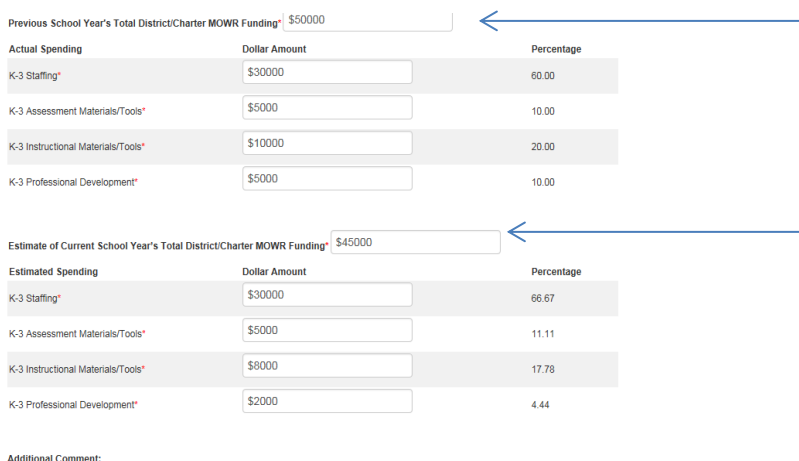


- The application will provide prompts to verify that all of the information for each school is correct and combined into a single plan. Select the blue button at the lower right of the screen to confirm that all information is accurate in each tab: Core Reading Program, Intervention Program, Assessment Plan, and Professional Development Plan.
- On the Final Requirements tab, district budget for K-3 literacy funding must be entered by the LEA Approver for previous and current school years. This information can be found [HERE](#) and on the website at <http://www.azed.gov/mowr/k-3-literacy-plans-assessment-data/>. If you have questions about the K-3 Reading distributions, please contact ADE School Finance at SchoolFinance@azed.gov or 602-542-5695.

Budget: Previous and Current Year MOWR Expenditures

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

- For the previous school year, enter the total dollar amount received for K-3 Reading for the district/charter. Of that total amount, indicate the total dollar amount spent on each of the allowable categories: staffing, assessment, instruction, and professional development. The combined percentages in each subcategory must total 100%. This information can be found in the “Previous School Year FY17” column of the spreadsheet [K-3 Reading Budget FY17-FY18](#).
- For the current school year, **estimate** the total dollar amount that **will be received** for K-3 Reading upon submission and approval of the K-3 Literacy Plan. Of the estimated total, enter the **plan for spending** in each of the allowable categories: staffing, assessment, instruction, and professional development. The combined percentages in each subcategory must total 100%. Funding estimates are provided in the last column of the [K-3 Reading Budget FY17-FY18](#) spreadsheet.



Previous School Year's Total District/Charter MOWR Funding* \$50000

Actual Spending	Dollar Amount	Percentage
K-3 Staffing*	\$30000	60.00
K-3 Assessment Materials/Tools*	\$5000	10.00
K-3 Instructional Materials/Tools*	\$10000	20.00
K-3 Professional Development*	\$5000	10.00

Estimate of Current School Year's Total District/Charter MOWR Funding* \$45000

Estimated Spending	Dollar Amount	Percentage
K-3 Staffing*	\$30000	66.67
K-3 Assessment Materials/Tools*	\$5000	11.11
K-3 Instructional Materials/Tools*	\$8000	17.78
K-3 Professional Development*	\$2000	4.44

Additional Comment:

- Click on the **Submit** tab.
- Confirm that the K-3 Literacy Plan Status indicates that all school literacy plans are ready for ADE.

8. Enter your current Contact phone number in the box in the bottom center portion of the screen and select the **Send to ADE** tab at the bottom of the **Submit** tab. Once plans have been submitted to ADE, no additional changes can be made. Submitted plans can be viewed under the section marked 'History' on the home screen.

Core Reading Program Intervention Program Assessment Plan Professional Development Plan Final Requirements Submit Remove Schools From Aggregation

K-3 Literacy Plan - Status

Status: Only 1 out of 5 School's Literacy Plans are Ready for ADE

Comments / Explanations:
Click here to add a comment or explanation.

Core Reading Program

Intervention Program

Assessment Plan

Professional Development Plan

Final Requirements

District/Charter(s) Final Comments:

Submitted By: LEA Approver | Email: Douglasud@mailinator.com | Contact #:

Send to ADE

Congratulations! The District K-3 Literacy Plan is complete!

All plans will be reviewed and approved by ADE staff. Once a plan is approved, notification of approval will be sent to the LEA contact listed in the portal. Please note that beginning in 2017; all plans (regardless of district letter grade) must be approved before being recommended for funding on required submission years. Plans will be reviewed on a monthly basis in the order in which they are submitted. All plans are due on or before October 1 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

ADDITIONAL RESOURCES

Helpful Links

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/wwc_foundationalreading_070516.pdf

Teaching All Students to Read in Elementary School: A Guide for Principals

<http://www.centeroninstruction.org/teaching-all-students-to-read-in-elementary-school-a-guide-for-principals>

Comprehensive K-3 Reading Assessment Plan: Guidance for School Leaders

<http://www.centeroninstruction.org/a-comprehensive-k-3-reading-assessment-plan-guidance-for-school-leaders>

Intensive Reading Interventions for Struggling Readers in Early Elementary School: A Principal's Guide

<http://www.centeroninstruction.org/intensive-reading-interventions-for-struggling-readers-in-early-elementary-school-a-principals-guide>

ESSA Evidence-Based Definition and Resources

<https://www.evidenceforessa.org/page/frequently-asked-questions> ESSA FAQ

<https://www.evidenceforessa.org/page/frequently-asked-questions> Database of Evidence-Based Reading Programs

<http://www.cde.ca.gov/re/es/evidence.asp> Evidence-Based Interventions and ESSA

<https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>

U.S. Department of Education guidance to assist in selecting and using evidence-based programs.

<https://ies.ed.gov/ncee/edlabs/regions/west/index.asp> Western Regional Educational Laboratory (REL) supporting evidence-based education systems