Move On When Reading
K-3 Literacy Plan Guidance

LEA Level

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

   ![Image](2015)

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](http://www.evidenceforessa.org) and [https://ies.ed.gov/ncee/wwc/](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 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 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.
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 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 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.

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**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.
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.

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.

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.

   - 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.
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 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.

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.
3. 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.

4. 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.

5. If any component of this section is inaccurate, click Reject to send the plan back to the school approver for corrections.

Click on the Submit tab and follow the steps below.

1. 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.

2. 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.

3. 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.

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

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

6. Click on the Submit tab.

7. 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 Submit 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.

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
Helpful Links

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

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

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


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