

# Move On When Reading

K-3 Literacy Plan Guidance

School Level

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

## SCHOOL LEVEL PLAN (Guidance for School 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-3<sup>rd</sup> grade students through early intervention and prevention of reading difficulties.

This document is intended to provide technical guidance for entering information on the **K-3 School Literacy Plan**-which will be submitted electronically to the district leader for approval. It is important that the information entered is accurate and complete and that it reflects the current school year's literacy program for kindergarten through third grade. 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

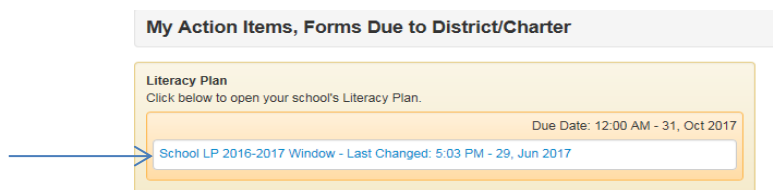
1. Log in to [ADEConnect](#) and select  to enter the MOWR portal.

\*Note: A link to ADEConnect can also be found at [www.azed.gov](http://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 **School Approver** level login in upper right corner of screen.



3. Locate heading: **'My Action Items, Forms Due to District/Charter'** and find **'Literacy Plan'** box on the left side.
4. Select  for the current school year.



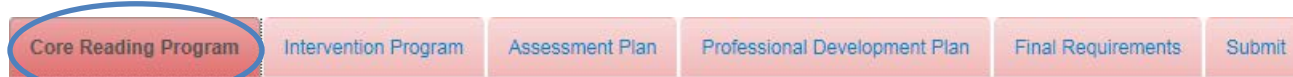
### Steps for Entering Information in School Literacy Plan

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 screen. When completing the literacy plan, click on the component tab to open that section and enter information. Once each section is complete, the tabs will change to green and the plan can be submitted to the district/LEA for approval.



## Core Reading Program

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



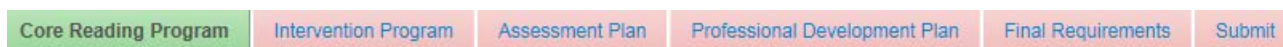
1. Year of last K-3 Reading curriculum review: This is a new component for the 2017-2018 literacy plans. Enter the year the current core reading program was most recently reviewed. This may be different from adoption year if a team has aligned the material with current standards, district benchmarks,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

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

2. Core Reading Program: Select **+ Add Program** and follow the directions in the popup to enter information about the evidence-based core reading program used for each grade level K-3. If the current program used at your school is not listed in the drop down menu, select **+ Add Other Core Reading Program** in the lower right corner of this window. You will be redirected to another window to enter the program name, publisher, and year published.
  - Evidence-based Program: When adding a core reading program, you 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/>. All programs listed in either of these databases are evidence-based and are acceptable for this literacy plan. If your 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: Click on the arrow to select the kindergarten program (half day program, full day program, both, not applicable) at your school.

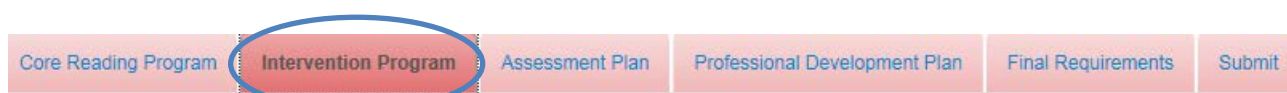
Kindergarten Program \*

4. Click **Save My Work** at the bottom left corner to save all entered information for Core Reading Program.
5. After verifying that all Core Reading Program information is entered accurately, click **Ready to Submit** 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.



## Intervention Program

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

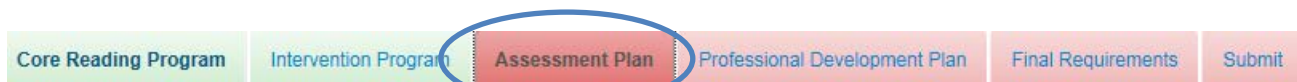


1. Tier II-Targeted Intervention Program(s): Select **+ Add Targeted Intervention Program(s) and /or strategies** and follow the directions in the popup window to enter information about the evidence-based interventions used in each grade level. More than one intervention program may be entered per grade level if needed.
  - Session: Select when targeted interventions are provided for the students.
  - 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): Select **+ Add Intensive Intervention Program(s)** and follow the directions in the popup to enter information about the intensive interventions used in each grade level. More than one intervention program can be entered per grade level if needed.
  - Session: Select when intensive interventions are provided for the students.
  - Duration and Frequency Tier III: All intensive students should receive a minimum of 45-90 minutes of targeted instruction 5 days per week. This instruction is provided before, during, or after school in addition to the 90 minutes of core reading instruction.
3. Special Education-Identified SLD (Reading) Programs: Enter the name of all programs used for reading instruction in Special Education K-3.
4. Click **Save My Work** at the bottom left corner to save all entered information for Intervention Program.
5. After verifying that all Intervention Program information is entered accurately, click **Ready to Submit** 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.



### Assessment Plan

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



1. 3<sup>rd</sup> Grade Reading Statewide Assessment data will be automatically populated to indicate how many students scored highly proficient, proficient, partially proficient, and minimally proficient on the most recent AzMERIT ELA assessment.
2. Below the table with each of the proficiency level counts, enter the number of 3<sup>rd</sup> grade students who did not meet the MOWR cut score on the most recent AzMERIT assessment. If all students met the cut score, enter 0 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](mailto: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. Of the total number entered above, enter the number of students who were not retained due to one of the legislative exemptions. All boxes must have an entry. If no students were exempted in any particular category, enter 0 in the 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.

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

\*Pupil who is in the process of a special education referral or evaluation for placement in special education, a pupil who has been diagnosed as having a significant reading impairment, including dyslexia or a pupil who 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.

\*Pupil who receives intervention and remedial services during the summer or subsequent school year pursuant to subdivision (c) of this paragraph and demonstrates sufficient progress may be promoted from the third grade based on guidelines issued pursuant to subsection B, paragraph 5 of this section.


4. Universal Screening Tools: It is recommended that students are screened in the first few weeks of school. Click on the **Scheduling of Assessment** drop down to choose screening schedule.


**Scheduling of Assessment \*** Select A Frequency 

Click the pull-down menu to choose scheduling.

5. Select **+ Add Tool** and choose the universal screener used for each grade level. If the tool is not listed in the drop down menu, select **+ Add Other Tool** in the lower right corner of this window. You will be redirected to another window to enter name of the tool used at your school.

### Choose Universal Screening Tool


Tool \* Select A Tool 

Grade \* Select A Grade 

Complete this process for each grade level. To add another tool, click below and repeat the process. Don't forget to save your work!

Cancel + Add Other Tool Save


6. Diagnostic Tools: Students who were identified as not meeting grade level benchmarks should be assessed again using an appropriate diagnostic tool. Click on the **Scheduling of Assessment** drop down to choose when diagnostic assessment is given in relation to the initial screening.

**Scheduling of Assessment** Select A Frequency 

Select frequency from pull-down menu.

7. Select **+ Add Tool** and indicate which component of early literacy is assessed by the diagnostic tool at each grade level.

### Choose Diagnostic Tool

Grade\* Select A Grade 

**Choose Diagnostic Tool:\***

☐ Comprehension

☐ Fluency

☐ Phonics

☐ Phonological Awareness

☐ Vocabulary

Complete this process for each grade level. To add another tool, click below and repeat the process. Don't forget to save your work!

Cancel Save

8. Progress Monitoring Tools: Assessment Frequency—Select from the drop down menu how often student progress is monitored. The progress monitoring frequency must be entered for students at benchmark, students approaching

benchmark, and students at risk. It is recommended that progress monitoring happens more frequently as level of risk increases.

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

Benchmark \*

Select A Frequency

Approaching \*

Select A Frequency

Significant Risk \*

Select A Frequency

9. Select **+ Add Tool** and choose the progress monitoring tool used for each grade level. If the tool is not listed in the drop down menu, select **+ Add Other Tool** in the lower right corner of this window. You will be redirected to another window to enter name of the tool used at your school.

Choose Progress Monitoring Tool

Tool \*

Select A Tool

Grade \*

Select A Grade

Complete this process for each grade level. To add another tool, click below and repeat the process. Don't forget to save your work!

Cancel

+ Add Other Tool

Save

10. **Benchmark Assessment Tools:** Select **+ Add Tool** and choose the benchmark assessment tool used for each grade level. If the tool is not listed in the drop down menu, select **+ Add Other Tool** in the lower right corner of this window. You will be redirected to another window to enter name of the tool used at your school.
- The benchmark assessment tool is sometimes the same as the universal screener. This is the tool that is used when submitting the mid-year and end of year data.
11. Click **Save My Work** at the bottom left corner to save all entered information for Assessment Plan.
12. After verifying that all Assessment Plan information is entered accurately, click **Ready to Submit** 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.

Core Reading ProgramIntervention ProgramAssessment PlanProfessional Development PlanFinal RequirementsSubmit

Professional Development Plan

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

Core Reading ProgramIntervention ProgramAssessment PlanProfessional Development PlanFinal RequirementsSubmit

2. 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.

	Tier I Instruction 0/400 Characters	Tier II/Tier III Intervention 0/400 Characters	Assessment 0/400 Characters	Data Analysis 0/400 Characters
Kindergarten*	<div><div></div><div></div></div> <div><div><div></div>Yes</div><div><div></div>No</div></div>	<div><div></div><div></div></div> <div><div><div></div>Yes</div><div><div></div>No</div></div>	<div><div></div><div></div></div> <div><div><div></div>Yes</div><div><div></div>No</div></div>	<div><div></div><div></div></div> <div><div><div></div>Yes</div><div><div></div>No</div></div>
1st Grade*	<div><div></div><div></div></div> <div><div><div></div>Yes</div><div><div></div>No</div></div>	<div><div></div><div></div></div> <div><div><div></div>Yes</div><div><div></div>No</div></div>	<div><div></div><div></div></div> <div><div><div></div>Yes</div><div><div></div>No</div></div>	<div><div></div><div></div></div> <div><div><div></div>Yes</div><div><div></div>No</div></div>
2nd Grade*	<div><div></div><div></div></div> <div><div><div></div>Yes</div><div><div></div>No</div></div>	<div><div></div><div></div></div> <div><div><div></div>Yes</div><div><div></div>No</div></div>	<div><div></div><div></div></div> <div><div><div></div>Yes</div><div><div></div>No</div></div>	<div><div></div><div></div></div> <div><div><div></div>Yes</div><div><div></div>No</div></div>
3rd Grade*	<div><div></div><div></div></div> <div><div><div></div>Yes</div><div><div></div>No</div></div>	<div><div></div><div></div></div> <div><div><div></div>Yes</div><div><div></div>No</div></div>	<div><div></div><div></div></div> <div><div><div></div>Yes</div><div><div></div>No</div></div>	<div><div></div><div></div></div> <div><div><div></div>Yes</div><div><div></div>No</div></div>

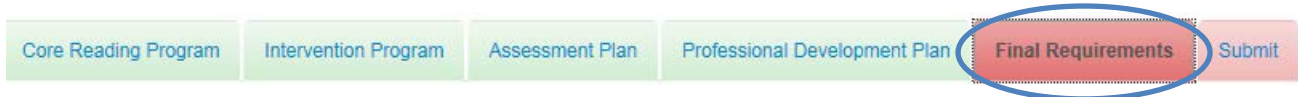


- Click **Save My Work** at the bottom left corner to save all entered information for Professional Development Plan.
- After verifying that all Professional Development Plan information is entered accurately, click **Ready to Submit** on the lower right corner of the screen. The Professional Development Plan tab at the top of the page will turn green if all requirements for the section are complete.



## Final Requirements

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



- Master Reading Block Schedule:** Confirm that the K-3 master reading block schedule has been sent to the district office and attach the schedule file by clicking browse and upload files. Once files are attached, they will be listed in the table below.

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

Attach Reading Block Schedule \*

<input type="text"/>	<input type="button" value="Browse..."/>	<input type="button" value="Upload File"/>
Document Name	Uploaded on	
DATA_RFC_PROD.sql	06/29/2017	<a href="#">Delete</a>

- Parent/Guardian Communication:** Parent letters must be sent two times during the year. Check the boxes to confirm that the letters have been prepared and attach sample letters by clicking browse and upload files.

- ☐ **Letter #1:** Informs all K-3 parents of the Arizona Move On When Reading Law (ARS §15-701 (B))
- ☐ **Letter #2:** Template parent notification letter to inform parents that a K-3 pupil is at risk of reading below grade level.
- When notification is sent to specific families, it must include the following elements per ARS 15-701 (B):
- Description of the pupil's specific deficiency
  - Current reading services provided
  - Available remediation services
  - Parental strategies to assist the pupil at home

- Intervention and Remedial Strategies:** Please check the boxes next to **two** remedial strategies that will be offered to students who do not meet the MOWR cut score in third grade. Beginning in the 2017-2018 school year, a minimum of two remedial strategies must be offered.

- ☒ 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.

- Click **Save My Work** at the bottom left corner to save all entered information for Final Requirements.
- After verifying that all Final Requirements information is entered accurately, click **Ready to Submit** 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.



## Submit

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

Core Reading Program	Intervention Program	Assessment Plan	Professional Development Plan	Final Requirements	<b>Submit</b>
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1. Verify that all sections of the plan are complete and the tabs at the top have changed to green. If any tabs are still red, return to that section to complete. Add any final comments if necessary.
2. Verify the accurate email address on the lower left side of the screen and enter a current contact phone number in the box.

Submitted By: School Approver	Contact #: <input type="text"/>
Email: farases@mailinator.com	Enter your phone number above

3. Click **Submit** to send the plan to your district office.

**Congratulations! The School K-3 Literacy Plan is complete!**

If you have any questions or need assistance with the plan, please contact [moveonwhenreading@azed.gov](mailto:moveonwhenreading@azed.gov) or call 602-364-2355.



## ADDITIONAL RESOURCES

### Helpful Links

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3<sup>rd</sup> Grade

[http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/wwc\\_foundationalreading\\_070516.pdf](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