

Move On When Reading

ARIZONA DEPARTMENT OF EDUCATION
K-12 Academic Standards
www.azed.gov/mowr

School MOWR Literacy Plan Guidance

School Approver Level

Updated for 2019-2020

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 kindergarten through third grade students through early intervention and prevention of reading difficulties.

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

Submission of MOWR literacy plans is a two-step process. School literacy plans must first be submitted to the LEA (district/charter) approver in time to be aggregated into a final district plan that is then submitted to ADE by October 1. Then, all district plans will be reviewed by ADE staff for completion and quality. MOWR funding is released to districts upon the approval of MOWR literacy plans by the ADE MOWR team.

Steps for ADE Connect and MOWR Home Page

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

➤ This document is only guidance for the School Approver step.

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

▪ [Move On When Reading ?](#)

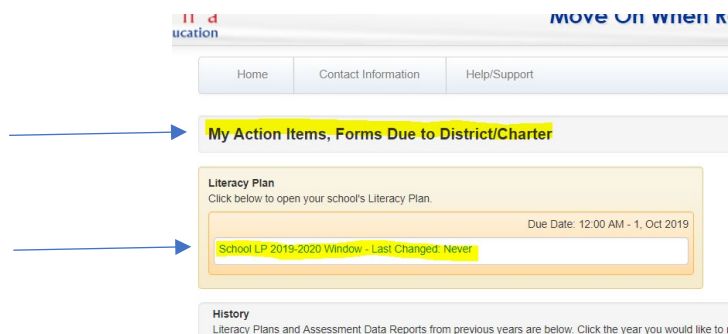
*Note: A link to ADEConnect can also be found at www.azed.gov. All user account permissions are managed by the district/school Entity Administrator. If you do not have MOWR permissions in ADEConnect, contact your district Entity Administrator for access. For guidance on the process for adding new MOWR contacts through ADE Connect, see this document: <https://cms.azed.gov/home/GetDocumentFile?id=5b58aa641dcb2513e81ceeb0>.

For an Entity Administrator directory, visit <https://home.azed.gov/PublicSite/>.

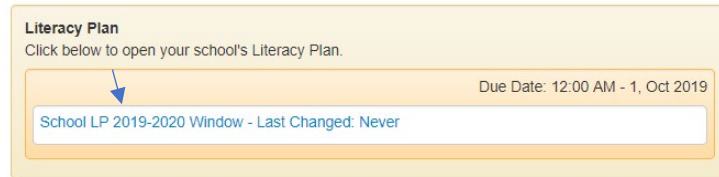
2. Verify accurate [School Approver](#) permission status in upper right corner of screen.



3. Locate 'My Action Items, Forms Due to District/Charter' and find 'Literacy Plan' box on the left side of the homepage.



4. Select the blue hyperlink to access the current school year literacy plan.



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. 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.



- ✦ Information for all K-3 grade levels will be entered into a single school plan. If school doesn't service all these grade levels (for example, a 3rd -6th grade school), please make a note of this in the plan, and only enter information for the grade levels you serve in the current school year.

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: Enter the year the current core reading program was most recently reviewed by your school or district. This may be different from adoption year if a team has since aligned the material with current standards, district benchmarks, etc.



2. Core Reading Program: Select + Add Program and follow the directions in the pop-up to enter information about the evidence-based core reading program used for each grade level K-3.
 - All reading programs in the drop-down window have been vetted by the MOWR team and meet ESSA evidence levels.
 - A frequently updated list of approved Core reading programs is available on the MOWR website: <http://www.azed.gov/mowr/mowr-for-administrators/>
 - Duration and Frequency: All K-3 students should receive a minimum of 90 minutes of Tier 1 Core reading instruction 5 days per week or 450 minutes per week. If the duration and frequency of the program are different, please use the comments box to explain. (see sample)

Core Reading Program

Intervention Program

Assessment Plan

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Final Requirements

Submit

A comprehensive, well-designed core reading program meets the Arizona ELA Standards and provides teachers with tools for cumulative, systematic and explicit instruction. An effective comprehensive core reading program will meet the needs of 80-85% of students and will address the 5 essential components of reading instruction: Phonemic Awareness, Phonics, Vocabulary, Fluency and Comprehension.

+ Add Program

Click "Add Program" and follow the directions in the popup menu.

Core Reading Program	Grade	Duration	Frequency
<input type="checkbox"/> Spalding	Kindergarten	90-119 minutes	4 Days
<input type="checkbox"/> Wonders	1st Grade	90-119 minutes	4 Days
<input type="checkbox"/> Wonders	2nd Grade	90-119 minutes	4 Days
<input type="checkbox"/> Wonders	3rd Grade	90-119 minutes	4 Days

- Remove Program

To remove a program from your list, check the box next to the program and click on remove program.

Comments / Explanations:

Click here to add a comment or explanation.

Mesa District: Wed Jul 24 2019

Crimson is a 4 day school-week. Each grade level has 115 minutes of reading per day, totaling 460 minutes of reading each week.

- ✦ Once information is entered for one grade level, click Save to repeat process for all other grade levels.

Choose Core Reading Program

NOTE: If your program is not listed in the pull-down menu, click the "Add Other Core Reading Program" button.

Program *

Making Meaning

Click the pull-down menu and select your program.

Grade *

1st Grade

Click the pull-down menu and select a grade level.

Duration *

90-119 minutes

Click the pull-down menu and select a duration.

Frequency *

5 Days

Enter the number of days per week that spent on core reading instruction.

Complete the process for each grade level.

To add another program, click below and repeat the process. Don't forget to save your work!

Cancel

+ Add Other Core Reading Program

Save

- 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, year published, and ESSA evidence.

- Evidence-based Program: When adding a core reading program not found in the drop-down menu, you will be asked to provide verification that the program you are adding meets the Every Student Succeeds Act (ESSA) requirements to be considered evidence-based.

- ✦ 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 these databases are evidence-based and are acceptable for this literacy plan.

Add Other Core Reading Program

Per ARS §15-704, core reading programs must be evidence-based and include the five essential components of reading in order to be recommended for approval.

Core Reading Program *

XYZ

Publisher

ABC

Year Published

2017

Evidence-based Program *

Yes

No

Program review or data that was used to indicate the effectiveness of the identified core reading program (e.g. research provided on program website or local data that illustrates the evidence of effectiveness of selected program). *

(fictional sample)

<https://www.evidenceforessa.org/programs/reading/elementary/ProgramXYZ>

(max characters length 1500)

Program includes explicit and systematic instruction in the essential components of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension. *

Yes

No

Cancel

Save

Saving this program will add it to the dropdown list of programs for your selection.

4 - School Approver Guidance

- ✦ 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, or check their website.
- ✦ Additional information about ESSA and evidence levels: <https://youtu.be/vi15TErRwls>

3. Kindergarten Program: Click on the drop-down box to select the kindergarten program (half day program, full day program, both half day and full day, or not applicable) currently offered by your school for the 2019-2020 school year.

- If your school does not serve kindergarten, other (new) kindergarten fields will be disabled.

****New MOWR Literacy Plan Fields:**

- a) Hours of Kindergarten Instruction Provided Per Half Day Program*
- b) Hours of Kindergarten Instruction Provided Per Full Day Program*
- c) Funding Source(s) for Kindergarten Program*

4. Hours of Kindergarten Instruction Provided Per Half Day Program and Full Day Program

- If your school only offers Half Day Kindergarten, the field for Full Day will show as “Not Applicable”. Only select the number of hours offered in your Half Day Kindergarten Program. The same goes if your school only offers a Full Day Kindergarten Program.

- If your school offers both Half Day and Full Day, enter the total number of hours for each program.

5. Funding Source(s) for Kindergarten Program

- Enter the percentage(s) for all funding sources for your school's kindergarten program(s). The sum must equal 100%. If the funding source(s) is other than those listed, type it into the "Specify Other Source (optional)" box.

- *More than one other source may be entered, separated by a comma, however only one percentage can be entered for the sum of these other sources (ex. 10%+5%=15%).*
- If funding sources for the current school year are dependent upon a future override passing, for example, enter the % of funding coming from the source at the time of entering the literacy plan.

Funding Source(s) for Kindergarten Program*	Percentage (%)
Maintenance and Operation Funds	<input type="text"/>
Title I Funds	<input type="text"/>
Move On When Reading Funds	<input type="text" value="60"/>
21st Century Grants	<input type="text"/>
Early Literacy Grant	<input type="text" value="15"/>
Override Funds	<input type="text" value="10"/>
Specify Other Source (optional)	
Civic Center Fund, tax credit	<input type="text" value="15"/>

- After verifying that all Core Reading Program information is entered accurately, click **Save My Work** and then **Ready to Submit**. The Core Reading Program tab at the top of the page will turn green if all requirements for the section are complete.

Save My Work
 Make sure to save your work!

Ready to Submit
 Once all information is entered and checked for accuracy, click "Ready to Submit". The "Core Reading Program" tab above should turn green if all steps are completed correctly.

Core Reading Program

Intervention Program

Assessment Plan

Professional Development Plan

Final Requirements

Submit

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.

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- Intervention programs currently in the drop-down window have been vetted by the MOWR team and met ESSA evidence levels. If your program is not in the drop-down window, click **Add Other Targeted Intervention Program*** and enter the direct links to the studies of the program that show it is evidence based.

- Programs not in the drop-down window will appear in blue and programs from the vetted drop-down window will show in yellow. Both are acceptable.

	Intervention Program	Grade	Session	Duration	Frequency
<input type="checkbox"/>	Wilson Reading System	Kindergarten	During School	0-30 minutes	4 Days
<input type="checkbox"/>	XYZ	1st Grade	During School	31-60 minutes	5 Days

1. **Tier II-Targeted Intervention Program(s):** Select **+ Add Targeted Intervention Program(s) and /or strategies.** and follow the directions in the pop-up 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 Tier I core reading instruction.
 - ✦ Click **Save** to add more than one grade level.
 - ✦ If intervention is not in the drop-down box, click **+ Add Other Intervention Program** to enter other program. Evidence will need to be provided, as with Core reading programs.
2. **Tier III-Intensive Intervention Program(s):** Select **+ Add Intensive Intervention Program(s)** and follow the directions in the pop-up to enter information about the intensive Tier III 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 (before, during, after school).
 - Duration and Frequency Tier III: All intensive students should receive a minimum of 30 minutes of intensive instruction 5 days per week. This instruction is provided before, during, or after school in addition to the 90 minutes of Tier I core reading instruction.
 - ✦ If a school is not in session 5 days per week, please leave a note in the comments section.

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.



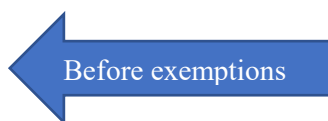
Assessment Plan

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



1. 3rd 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 3rd grade students who did not meet the MOWR cut score on the most recent AzMERIT assessment, prior to any possible exemptions. (This number should include students who were later exempted from retention due to meeting one of the four good-cause exemptions.) 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 ADE AzMERIT inbox at azmerit@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 subsequently promoted to fourth grade due to one of the legislative good-cause exemptions. All boxes must have an entry. If no students were exempted in any particular category, please 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.

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.
0	*Number of students who were retained due to failing to meet the MOWR cut score on the reading portion of the AzMERIT exam who were then subsequently promoted to fourth grade with their cohort because they demonstrated "adequate progress towards reading" after attending a summer school course.
1	*Number of students who failed to meet the MOWR cut score on the reading portion of the AzMERIT exam who were subsequently promoted because they demonstrated "sufficient progress towards reading" on a "collection of assessment approved by the State Board."

All benchmark data indicates student is at grade level

4. **Universal Screening Tools:** It is recommended that all K-3 students are screened in the first few weeks of school. Click on the **Scheduling of Assessment** pull-down to choose screening schedule. Screening is a legislative requirement and the option "Not currently being implemented" should not be selected.

Universal Screening Tools: Administered to every student at specific intervals to provide an indication of student readiness for grade-level instruction.

Scheduling of Assessment * Not currently being implemented

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 pull-down menu, select **+ Add Other Tool** at the bottom of this window. You will be redirected to another window to enter name of the tool used at your school.
 - Click save and repeat this process for each K-3 grade level you serve.

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 further assessed using an appropriate diagnostic tool to determine deficits and intervention placement. Click on the **Scheduling of Assessment** pull-down to choose when diagnostic assessment is given in relation to the initial screening.
 - It is recommended that schools diagnose students within 2 weeks of universal screener, or as soon as possible.

Diagnostic Tools: Administered selectively to at-risk students to gather specific detailed information and inform intervention instruction.

Please indicate components measured by diagnostic tools.

Scheduling of Assessment within 2 weeks of universal

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. Different K-3 grade levels may assess different diagnostic components, based on your assessment tool(s).

8. **Progress Monitoring Tools:** Assessment Frequency—Select from the pull-down menu for 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.

- Progress monitoring is a legislative requirement and the option “Not currently being implemented” should not be selected.

9. Select **+ Add Tool** to enter the progress monitoring tool for each grade level. If your tool is not listed in the pull-down window, select **+ Add Other Tool**. You will be redirected to another window to enter the name of the tool used at your school.

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 pull-down menu, select **+ Add Other Tool** in the bottom 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 beginning-of -year, mid-year and end-of-year literacy assessment data in the MOWR portal.
- Please ensure you use the same tool for all three benchmarking periods.

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 and completely, 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.

Professional Development Plan

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

- 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. Be as explicit as possible describing the professional development plan in each area. (see example below)

➤ For additional guidance on evidence-based professional development.

✦ <https://cms.azed.gov/home/GetDocumentFile?id=5a5e6b413217e10d64eaa33e>

Professional Development Plan

For successful implementation of core reading programs and interventions, teachers need ongoing support through carefully planned professional development driven by the provider (including any external providers) for each area of focus for the current school year.

	Tier I Instruction 201/400 Characters	Tier II/Tier III Intervention 205/400 Characters	Assessment 222/400 Characters	Data Analysis 169/400 Characters	Comment Click here to
Kindergarten*	Through our Early Literacy Grant, PD is being provided by Barbara Andrews, Benchmark Advance Consultant. In addition, OELAS will provide two PDs on SEI Integrated Refinements, and academic	Barbara Andrews also has a component of demonstration lessons focused on small group for Tier I and Tier II. In May, all staff participated in a 5 day Orton-Gillingham training to focus on Tier III	DIBELS Next replaces AIMSWeb for our district. In June 2019, Amplify trained our reading interventionist, librarians, and instructional coaches in a Trainer-of-trainer model. By October 2019,	Analyzing school literacy data, is led by instructional coaches are bi-weekly PLCs . WestED and Benchmark Advance are providing PD related to Data Analysis in September.	
1st Grade*	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	
2nd Grade*	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	
3rd Grade*	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	
Please check if the professional development program used by LEAs meets ESSA evidence levels* <input checked="" type="radio"/> Yes <input type="radio"/> No					

- 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 and completely, 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.



1. **Master Reading Block Schedule:** Confirm that the K-3 master reading block schedule has been sent to the district office by selecting “yes”. Schedules should clearly show Core Tier 1 reading instruction times each day totaling 450 minutes each week.

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

Each school will attach their reading instruction schedules by clicking “Choose File” and “Upload File”. One master schedule may show all K-3, or individual grade level schedules may be uploaded. Once files are attached, they will be listed in the table below.

✦ ***NOTE:** You must click the green upload file button to complete the process.

Attach Reading Block Schedule *

Choose File

Crismon kindergarten reading block.docx

Upload File

Attach Reading Block Schedule *

Choose File

No file chosen

Upload File

Document Name	Uploaded on	
Crismon kindergarten reading block.docx	07/24/2019	Delete
Crismon first grade reading block.docx	07/24/2019	Delete
Crismon second grade reading block.docx	07/24/2019	Delete
Crismon third grade reading block.docx	07/24/2019	Delete

2. **Parent/Guardian Communication:** Parent letters must be sent home two times during the year. Check the boxes to confirm that the letters have been prepared and attach sample letters by clicking “Choose File” and “Upload Files”.

- ✦ ADE has English and Spanish sample letters available online. <http://www.azed.gov/mowr/mowr-for-administrators/>
- ✦ Samples will need to be modified to match schools’ individual plans for students at-risk. Please attach your own sample letters.
- ✦ Both letters must be attached in order to submit final requirements.

Parent/Guardian Communication *

Indicate the letter(s) that have been prepared for the parent notification.

☒ **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

Attach Parent letters *

Choose File No file chosen Upload Files

Document Name	Uploaded on	
MOWR parent letter #1 all K-3 students.docx	07/24/2019	Delete
MOWR parent letter #2 struggling students.docx	07/24/2019	Delete

3. **Intervention and Remedial Strategies:** Please check the boxes next to **at least two** remedial strategies that will be offered to students who do not meet the MOWR cut score in third grade. If no students failed to meet the MOWR cut score, select two remedial strategies you use for pupils approaching or at-risk. This is a required field. More than two may be selected.

Intervention and Remedial Strategies *

State law requires that school districts and charter schools offer more than one of the following interventions and remedial strategies for pupils who are not promoted from the third grade (A.R.S. §15-701 ((A)(2)(C))). Please check the box below next to each intervention and remedial strategy offered. You must select at least two.

For more information [click here](#)

*You must enter data for at least two.

☐ 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.

5. Click **Save My Work** at the bottom left corner to save all entered information for Final Requirements.
6. After verifying that all Final Requirements information is entered accurately and completely, 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.
- ✦ The Submit tab will also turn green with this step.

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

Submit to LEA

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 **Submit**

1. Verify that all sections of the plan are complete and all tabs at the top have changed to green. If any tabs are still red, return to that section to complete.

2. Add any final school comments. These are only viewed by your district LEA approver.

School Final Comments:

3. 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
Email: farases@mailinator.com

Contact #: *

Enter your phone number above

4. Click blue **Submit** button to send the plan to your district office.
 - ✦ Once submitted, MOWR portal will return to your homepage. You will now see **You have no action items assigned at this time.**
 - ✦ This school plan does not automatically submit to ADE. The LEA must now review all school information, aggregate plans into one district/charter plan, and submit district plan to ADE.

My Action Items, Forms Due to District/Charter

Literacy Plan
Click below to open your school's Literacy Plan.

Due Date: 12:00 AM - 1, Oct 2019

You have no action items assigned at this time.
Check below in 'History' under the relevant tab for details.

*Once the School level plan is submitted to the LEA Approver, it is locked and cannot be edited. If you need to make changes, contact your LEA Approver to reject your plan. You can view all previous literacy plans under the History section.

History
Literacy Plans and Assessment Data Reports from previous years are below. Click the year you would like to review.

Literacy Plan [Literacy Assessment Data](#)

Name	Last Status	Last Status Change Date	Date Opened
School LP 2019-2020 Window	Accepted	10:06 PM - 23, Jul 2019	12:00 AM - 1, Jul 2019

NOTE: For single-site charters and districts, the same person may be both the School Approver and LEA Approver. Even in this case, you still need to complete the LEA Approver portion of the submission and submit to ADE. For guidance, please see our LEA Literacy Plan Submission Guidance document at www.azed.gov/MOWR.