



Move On When Reading

Optional K-3 Literacy Plan Checklist

Updated for 2019-2020

www.azed.gov/mowr
MoveOnWhenReading@azed.gov

The purpose of this document is to serve as a guide for completion of the school and district MOWR literacy plan prior to the plan's electronic submission to ADE. Please ensure that all components of the plan are accurate and complete prior to submission to ADE.

CORE READING PROGRAM			
Plan Component	Criteria	Yes	No
Year of Last K-3 Curriculum Review	Provides the year that the school/district last reviewed its K-3 reading curricula.		
Core Reading Program	K-3 Core Reading program added by the user includes effective comprehensive core reading program that addresses the 5 essential components of instruction, and valid justification that the program is evidence-based. <i>(Programs that are pre-populated in the Core Reading Program drop-down box meet ESSA evidence-based requirements.)</i>		
Core Reading Program Duration	All K-3 students receive a minimum of 90 minutes (or 450 minutes weekly) of daily Tier I Core reading instruction.		
Core Reading Program Frequency	All K-3 students receive 5 days of reading instruction per week or all days of school session.		
Kindergarten Program	Accurate kindergarten program (full day, half day, both, or not applicable) information is provided. <i>*If no kindergarten program, disregard next two (new) fields.</i>		
Hours of Kindergarten Instruction Provided <i>*NEW</i>	Hours of kindergarten instruction are provided for Half Day Program/Full Day Program, or both for this current school year.		
Funding Source(s) for Kindergarten Program <i>*NEW</i>	Kindergarten funding for 2019-20 school year is indicated as M&O, Title 1, MOWR, 21 st CCLC, Early Literacy Grant, or Override Funds. Provide accurate percentages for each funding subgroup. If source is other than provided, type source(s) in textbox. Sum of these <i>other</i> sources must be combined in percentages.		

INTERVENTION PROGRAM			
Plan Component	Criteria	Yes	No
Tier II Intervention Program	Evidence-based Tier II intervention programs/strategies are listed for <u>each</u> grade level for which they are provided. <i>(Programs that are pre-populated in the Intervention Program drop-down box meet ESSA evidence-based requirements.)</i>		
Tier II Intervention Program Duration	Tier II instruction is provided for a minimum of 15 minutes per session.		
Tier II Intervention Program Frequency	Tier II instruction is provided for a minimum of 3 days per week.		
Tier III Intensive Intervention Program	Evidence-based Tier III intervention programs/strategies are listed for <u>each</u> grade level for which they are provided. <i>(Programs that are pre-populated in the Intervention Program drop-down box meet evidence-based requirements.)</i>		
Tier III Intensive Intervention Program Duration	Tier III instruction is provided for a minimum of 30 minutes per session.		
Tier III Intervention Program Frequency	Tier III instruction is provided 5 days per week or all days in session.		
Special Education SLD Program(s)	Evidence-based special education reading program(s) is identified for use with students with identified learning disabilities.		
ASSESSMENT PLAN			
Plan Component	Criteria	Yes	No
3rd Grade AzMERIT Data from the Previous Year	AzMERIT ELA data from 2017, 2018, and 2019 will be automatically populated.		
Total Number of 3rd Grade Students who Did Not Meet the MOWR Cut Score on AzMERIT	Accurate data is entered from previous school year's AzMERIT/ MOWR report indicating the overall number of 3 rd graders who did not meet the MOWR cut score on the reading portion of the AzMERIT exam. <i>(This is the total number of students who did not meet the MOWR cut score and includes students who were eventually promoted due to one of the good-cause exemptions listed in statute.)</i>		

Number of Students who Were Promoted Due to a MOWR Exemption	Accurate numerical data is entered indicating the number of students promoted to fourth grade under each of the four legislative good-cause exemptions. If no students were retained, value of 0 must be entered. Provided additional clarification if needed.		
Universal Screening Assessment Schedule	All K-3 students are screened within first 4 weeks of school start date. It is recommended to screen within the first 2 weeks of school or upon entry. “Not currently being implemented” should not be entered.		
Universal Screening Tool	Evidence-based universal screening tools are listed for all K-3 grades served.		
Diagnostic Tools Schedule	Students identified at-risk are assessed with appropriate diagnostic tool within 2 weeks of universal screening. “Not currently being implemented” should not be entered.		
Diagnostic Tool Strand	Diagnostic tool measures one or more of the 5 essential components of early literacy (phonological awareness, phonics, fluency, vocabulary, and comprehension). Various grade levels may assess different components.		
Progress Monitoring Frequency	Student progress is monitored regularly for students who are not at benchmark. Students at increased levels of risk are assessed more frequently. Progress monitoring is a legislative requirement and “Not currently being implemented” should not be selected.		
Progress Monitoring Tools	Progress monitoring tools are listed for all K-3 grades served.		
Benchmark Assessment Tools	Benchmark assessment tools are identified for all K-3 grades served.		
ONGOING PROFESSIONAL DEVELOPMENT PLAN			
Plan Component	Criteria	Yes	No
Professional Development Provider	PD provider name/role is identified for <u>all areas</u> of focus (Tier I, Tier II/III Intervention, Assessment, and Data Analysis).		
Grade Levels Served in Professional Development (PD)	All K-3 instructional staff receives literacy PD in evidence-based reading instruction and/or assessment. ARS 15-704 requires all schools to provide ongoing PD in reading research to all teachers in grades kindergarten – 3 rd .		

Professional Development is Evidence-Based	The professional development provided to K-3 teachers is evidence-based.		
FINAL REQUIREMENTS			
Plan Component	Criteria	Yes	No
Master Reading Block Schedule	An updated copy of school master reading block schedule is uploaded in literacy plan for all K-3 grades served.		
Parent/Guardian Notification	2 Sample Parent Letters are uploaded in literacy plan and contain all required components of ARS§15-701. *NOTE: Sample parent letters and required components may be found on the MOWR website for guidance.		
Intervention and Remedial Strategy or Strategies	At least 2 approved remedial strategies are available for students who do not meet the MOWR cut score in 3 rd grade.		
*LEA Level Only: Previous School Year MOWR Funding	Provides the total dollar amount of MOWR funding received by the LEA (combined for all schools in the LEA) during the previous school year. *NOTE: This amount is found on the MOWR website under the " K-3 Reading Budget " tab.		
*LEA Level Only: Previous School Year Dissemination of MOWR Funds	Provides the breakdown for how the previous year's MOWR funds were actually applied to K-3 Staffing, K-3 Assessment Materials, K-3 Instructional Materials, and K-3 Professional Development.		
*LEA Level Only: Current School Year Estimated MOWR Funding	Provides the estimated total dollar amount of MOWR funding expected to be received by the LEA (combined for all schools in the LEA) during the current school year. *NOTE: This amount is found on the MOWR website under the " K-3 Reading Budget " tab.		
*LEA Level Only: Current School Year Estimated Dissemination of MOWR Funds	Provides the breakdown for how the estimated current school year's MOWR funds will most likely be applied to K-3 Staffing, K-3 Assessment Materials, K-3 Instructional Materials, and K-3 Professional Development.		