

## Optional K-3 Literacy Plan Checklist

### Purpose

The purpose of this document is to serve as a guide for completion of the school MOWR literacy plan which is completed in the MOWR portal due by Oct. 1 each year. Keep in mind, each component should reflect school-wide literacy practices intended to be in place during the *current* school year.

Core Reading Program				
Plan Component	Criteria	Yes	No	Notes
<b>Year of Last K-3 Curriculum Review</b>	The year that the school/district last comprehensively reviewed its K-3 reading curricula.			
<b>Core Reading Program(s)</b>	K-3 Core Reading program(s) that provide explicit and systematic instruction on the 5 essential components of literacy, aligned to AZ ELA standards, and meets one of ESSA's top three tiers of evidence. (ESSA approved programs are prepopulated.)			
<b>Core Reading Program Duration</b>	Duration which all K-3 students receive Tier 1 core reading instruction.  (At least 450 minutes per week).			
<b>Core Reading Program Frequency</b>	Frequency which all K-3 students receive Tier 1 core reading instruction. ADE recommends a minimum of 5 days of reading instruction per week or all days of school in session.			
<b>Kindergarten Program</b>	Kindergarten program (full day, half day, both, or not applicable) offered to students this school year.  <i>*If no kindergarten program will be offered this school year, disregard the next two fields.</i>			
<b>*Hours of Kindergarten Instruction Provided</b>	Hours of kindergarten instruction are provided for half day program/full day program, or both for this current school year. (i.e. full day is typically 7 hours and half day – 3 hours)			
<b>*Funding Source(s) for Kindergarten Program</b>	Kindergarten funding source for 2022-23 school year is indicated as M&O, Title 1, MOWR, 21 <sup>st</sup> CCLC, Early Literacy Grant, Override Funds, or "Other". Provide accurate percentages for each funding subgroup, as applicable. If source is other than provided, type source(s) in textbox. Sum of <i>all</i> sources must be combined and total 100%.			

Tier 2 and Tier 3 Intervention Programs				
Plan Component	Criteria	Yes	No	Notes
Tier 2 Intervention Program(s)	Evidence-based Tier 2 intervention program(s) is listed for <u>each</u> grade level for which they are provided.  <i>Programs are prepopulated and meet evidence-based requirements. There is not an option to manually type programs.</i>			
Tier 2 Intervention Program Session	Specify the session of Tier 2 instruction; either before, during, or after school for each grade level.			
Tier 2 Intervention Program Duration	Duration which Tier 2 reading instruction is provided for students at-risk in addition to core instruction. (At least 90 minutes per week)			
Tier 2 Intervention Program Frequency	Frequency which Tier 2 instruction is provided each week. (At least 3 days per week)			
Tier 3 Intensive Intervention Program(s)	Evidence-based Tier 3 intervention program(s) is listed for <u>each</u> grade level for which they are provided.  <i>Programs are prepopulated and meet evidence-based requirements. There is not an option to manually type programs.</i>			
Tier 3 Intervention Program Session	Specify the session of Tier 3 instruction; either before, during, or after school for each grade level.			
Tier 3 Intensive Intervention Program Duration	Duration which Tier 3 reading instruction is provided. (At least 225 minutes per week)			
Tier 3 Intervention Program Frequency	Frequency which Tier 3 instruction is provided. (At least 5 days per week or all days of school in session)			
Special Education SLD Program(s)	Evidence-based special education reading program(s) is identified for use with students with identified learning disabilities.			

All programmatic information should reflect programs intended to be in use this school year and would be observed on any given day for the appropriate tier of support.

Assessment Plan				
Plan Component	Criteria	Yes	No	Notes
3 <sup>rd</sup> Grade Statewide Assessment Data from the Previous 3 years	Statewide ELA data from 2021 and 2022 will be automatically populated. No statewide exam was taken in 2020, therefore that section will be left blank.	-	-	-
Overall Number of 3 <sup>rd</sup> Grade Students who Did Not Meet the MOWR Cut Score on last year's statewide exam	This does <i>not</i> correspond with the number of students scored minimally proficient. There is a separate cut score for the reading portion only. Enter only the number of students who did not meet the cut score as reported to District Test Coordinators.			
Number of 3 <sup>rd</sup> grade Students Retained Due to MOWR	After considering all possible exemptions, enter the number of students actually repeating 3 <sup>rd</sup> grade this year.			
Number of 3 <sup>rd</sup> grade Students Promoted Due to a MOWR Exemption	Of the total students who did not meet the MOWR cut score, enter the number of students who were subsequently <u>promoted</u> due to one of the good-cause exemptions.			
Space is provided to give additional clarification if needed. For example, students who move during the summer and promotion/retention status is unknown.				
Universal Screening Tool(s)	ADE approved universal screening tool(s) are listed for all K-3 grades served.  <i>(Only approved Universal Literacy and Dyslexia Screeners are prepopulated.)</i>			
*This tool should match the Universal Literacy and Dyslexia Screening tool used to submit triannual data for MOWR.				
Diagnostic Tool(s)	Diagnostic tools measure 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. For each component of literacy, an appropriate tool name should be listed in the corresponding textbox.			
Progress Monitoring Frequency	Students approaching benchmark and receiving Tier 2 interventions and students significantly at-risk and receiving intensive Tier 3 interventions are progress monitored frequently. Select the appropriate progress monitoring frequency (weekly, every 2, 3, or 4 weeks, or quarterly)  <i>Progress monitoring is a legislative requirement and "Not currently being implemented" should not be selected.</i>			

Professional Development Plan				
Plan Component	Criteria	Yes	No	Notes
Professional Development Narrative	Brief narrative outlining the professional development plan (including any internal and/or external providers) for <u>all</u> areas of focus (Tier 1, Tier 2/3 Intervention, Assessment, and Data Analysis) for the current school year. *See <a href="#">sample narratives</a> .			
Grade Levels Served in Professional Development (PD)	A.R.S. §15-704 requires all schools to provide ongoing PD in reading research to all teachers in grades kindergarten – 3 <sup>rd</sup> . Select grade levels serviced this school year for each area.			
Professional Development is Evidence-Based	The professional development program provided to K-3 teachers is evidence-based. Select yes or no.			
<b>NEW 2021-22 COMPONENT, EXPANDED IN 2022-23</b>				
Our school has a Dyslexia Training Designee for the current school year.	Report the status for the school’s selected “Dyslexia Training Designee” Completed/Not Started/In Progress			
Documentation on file	If the DTD has completed all trainings, Indicate (Yes/No) that the named Dyslexia Training Designee meets all legislative requirements, and the school has the appropriate documentation on file.			
Names	State the legal first and last name and job title of the identified Dyslexia Training Designee on your campus.  (You may have more than one designee. Please only provide information for the primary Dyslexia Training Designee.) (Name should match what is listed on attached documents)			
Start or Completion Date	If the DTD has yet to start any training, you will be prompted to enter the anticipated start date.  If the DTD is in progress of trainings, you will be prompted to enter the anticipated completion date.			
Documentation for those completed and in progress	Attach Document(s): <ul style="list-style-type: none"> <li>• File name(s) include Dyslexia Training Designee’s first and last name.</li> <li>• File name(s) does not include any symbols and are Word or PDF documents only.</li> <li>• Documents clearly distinguish the area(s) below. (<i>This may have been received in one comprehensive training, or a combination of two or more.</i>) <ol style="list-style-type: none"> <li>1. Understanding and recognizing dyslexia (URD),</li> <li>2. Instruction (I), and</li> <li>3. Intensifying Instruction (II)</li> </ol> </li> </ul>			

Final Requirements				
Plan Component	Criteria	Yes	No	Notes
Master Reading Block Schedule(s)	<p>A current copy of the school's master reading block schedule is attached for all K-3 grades served. Schedule should report all tiers of support.</p> <p>Master schedules are preferred.</p>			
Parent/Guardian Communication Letter 1:	<p>Letter 1 is sent home to all K-3 students upon entry.</p> <p>This letter should be personalized for the school and contain:</p> <ul style="list-style-type: none"> <li>• Information about AZ's Move on When Reading law and third-grade retention policies</li> <li>• Legislative exemptions to retention</li> </ul> <p>*NOTE: Parent letter templates and required components may be found on the <a href="#">MOWR website</a>.</p>			
Parent/Guardian Communication Letter 2:	<p>Letter 2 is sent home to any K-3 students receiving intervention.</p> <p>This letter should be personalized for the school and contain:</p> <ul style="list-style-type: none"> <li>• Description of the student's current needs</li> <li>• Description of the interventions available to remediate the reading deficiencies</li> <li>• Legislative remedial strategies</li> <li>• Parental strategies to support reading proficiency at home</li> <li>• Notification about the promotion/retention legislation (MOWR)</li> </ul>			
Intervention and Remedial Strategy or Strategies	<p>At least 2 approved remedial strategies are available for students who do not meet the MOWR cut score in 3<sup>rd</sup> grade and were not promoted.</p> <p>*You must enter data for at least two, even if no 3<sup>rd</sup> graders were retained.</p>			

This concludes the final requirements reported at the school-level.

The last step, prior to submitting to ADE, is to enter the following MOWR funding information at the district/charter level by the LEA Approver. Budget information is not accessible by the School Approvers. This information is only viewed once all school plans have been reviewed and accepted for aggregation. See next page.

## LEA Level Requirements

Final Requirements				
Plan Component	Criteria	Yes	No	Notes
Previous School Year MOWR Funding	<p>The actual total dollar amount of MOWR funding received by the LEA (combined for all schools in the LEA) during the previous school year.</p> <p>*NOTE: This amount can be found on the MOWR website under the <a href="#">“Submission Requirements and MOWR Allocations”</a> tab.</p>			
Previous School Year Dissemination of MOWR Funds	<p>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.</p> <p>*Sum must total the actual dollar amount.</p>			
Current School Year Estimated MOWR Funding	<p>The estimated total dollar amount of MOWR funding <i>expected</i> to be received by the LEA (combined for all schools in the LEA) during the current school year.</p> <p>*NOTE: This amount can be found on the MOWR website under the <a href="#">“Submission Requirements and MOWR Allocations”</a> tab.</p>			
Current School Year Estimated Dissemination of MOWR Funds	<p>The breakdown for how the <i>estimated</i> current school year’s MOWR funds must be applied to one or more of these four pots: K-3 Staffing, K-3 Assessment Materials, K-3 Instructional Materials, and K-3 Professional Development.</p> <p>*This is an estimation and understood it may change throughout the year.</p>			

All budget information can be found in your LEA’s BSA55-1 report. MOWR allocations appear as K-3 (Reading).