

Essential Components of a K-3 Literacy Plan

The Arizona State Legislature annually appropriates about forty-five million dollars to public elementary schools to support effective reading instruction in grades kindergarten through three. To receive these additional funds, each school district and charter is required to submit an annual literacy plan for supporting K-3 reading achievement in the school. Following the review by the Move On When Reading team, state law requires State Board of Education approval of plans before funds are released. Literacy plans may be submitted between early August and October 1 of each year. All K-3 literacy plans must be completed on or before October 1 via the Move On When Reading application in ADE Connect.

A comprehensive K-3 literacy plan includes components that should be implemented across all grade levels. The critical components include an evidence-based core reading program, interventions, assessment tools, professional development, parent notification, school schedules that provide adequate instructional time, and expenditures of funds. Each of these components are essential when developing and delivering an effective reading program.

Support is available for administrators in each of these categories: <https://www.azed.gov/mowr/mowr-for-administrators/>

K-3 Core Reading Program (Tier 1)

A comprehensive, well-designed core reading program meets Arizona’s English Language Arts Standards and provides teachers with tools for systematic and explicit instruction in all essential elements of reading. An effective core reading program will meet the needs of 80-85 percent of students. It addresses the “essential components of reading” instruction: phonological awareness, including phonemic awareness, phonics encoding and decoding, vocabulary development, reading fluency demonstrated by automatic reading of text, reading comprehension of written text, and written and oral expression, including spelling and handwriting. Instructional time for the core reading block (Tier 1) should be at least 450 minutes (about 7 and a half hours) per week.

Reading Intervention Programs (Tier 2 and Tier 3)

Effective Intervention Programs have been proven successful through published, reliable research. Programs for intervention address specific components of reading and are designed to close the gap and remediate reading difficulties. Intervention programs that are supplemental address one or several reading components, while intensive interventions address and weave **all** reading components together. It is important to know the purpose and design of each intervention program to appropriately match it to the individual student's need.

Reading intervention is instruction outside of the reading block (before, during, or after school) for students who need additional support to meet benchmark goals. Instructional time for Tier 2

intervention should be 90+ minutes a week and Tier 3 intervention support at least 225+ minutes a week, in addition to core reading instruction.

K-3 Assessment Plan

Per [A.R.S §15-704](#), the required comprehensive assessment components include universal screening, diagnostic assessment, and progress monitoring tools. This system utilizes a variety of tools specific to different purposes.

Universal Screening Assessments are administered to all K-3 students each fall and provide baseline data for students who meet benchmark (grade level) goals and those who do not meet benchmark (*at-risk*). This screening is repeated in the winter and spring for all students.

Diagnostic Tools are used for students not at benchmark and for whom more information is needed for targeted intervention. This data determines specific skill areas to be addressed in intervention.

Progress Monitoring Tools provide information to help determine effectiveness of intervention, student mastery and plans for intervention. Schools should have indicated *the frequency* students in each category are monitored: Approaching Benchmark and Significantly At-Risk.

Professional Development Plan

A professional development plan is aligned with data and addresses the needs for instructional improvement. A school's Literacy Leadership Team or MTSS Team is involved in the planning of professional development. K-3 teachers should have opportunities for ongoing professional development in effective core reading instruction, effective interventions for at-risk students, assessment, and data analysis. Professional development should be evidence-based, ongoing, and meet the instructional needs identified through schoolwide data analysis.

Dyslexia Training Designee

Every public school who serves K-3 grade students must identify at least one K-3 teacher as the "Dyslexia Training Designee". The Dyslexia Training Designee must be fully trained from one of the approved ADE trainings. The Department of Education has published a list of approved training courses to fulfill this requirement. Schools used the 2021-2022 school year to identify staff member(s), research trainings, and make plans. For 2022-2023, all schools will report information for their Dyslexia Training Designee and the status of their training; completed, not started, or in progress.

Reading Schedules

Schools are responsible for ensuring all K-3 teachers devote reasonable amounts of time to explicit evidence-based instruction and independent reading. Research supports the need for 90 minutes (about 1 and a half hours) of high-quality instruction and reading practice within the day, or 450 minutes (about 7 and a half hours) each week. Daily schedules should account for Tier 2 and Tier 3 intervention instruction, in addition to Tier 1 core instruction.

It is preferred that schools submit full-day schedules to allow for a greater understanding of how the K-3 school-day is conducted and therefore more support from the MOWR team.

Parent Notifications

Parents must be fully informed and included in their child's success and needs. At the start of each new K-3 school year, and upon entry for new students, parents receive notification of Move On When Reading and dyslexia legislation. For any K-3 student not at benchmark on any fall, winter, or spring screener, parents are again notified of specific skill-deficits and the intervention plan in place at school. Template letters are available for use: <https://www.azed.gov/mowr/mowr-for-administrators/>

Budget

ADE funding allocations are reported to the MOWR team by the ADE School Finance. FY23 Sum of K3 Count is reported by each district/charter. Funds equate to approximately \$150.00 per K-3 student. Basic Calculations can be found on the BSA55 report within the K-3 Reading line item.

Formula = Sum of K3Count x 0.04 = WgtCount x \$4,775.27 (average base amount)

For Districts, we also multiply by Teacher Experience Index (TEI)

Previous and current school year MOWR allocations for all LEAs are always available on the [MOWR Homepage](#). Once a literacy plan and data are approved by the ADE, the LEA entity will appear on the next ADE State Board meeting's consent agenda to receive official approval for release of funding. Funding will then be released by the ADE School Finance in the following payment.