



# Move On When Reading K-3 Literacy Plan Template Guidance School Level

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## Screenshots Included

ARIZONA DEPARTMENT OF EDUCATION  
High Academic Standards for Students  
**State Board of Education**  
State Board Approved July 2012  
**Updated for 2015-2016**



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**Move On When Reading**





# SCHOOL LEVEL PLAN

This document is designed to support and guide you as you compile the information on the **K-3 LEA Literacy Plan Template** which will be submitted electronically to your LEA or Charter Holder. It is important that the information is accurate and complete and that it reflects your current school literacy plan for Kindergarten through third grade.

## Steps for ADE Connect and MOWR Home Page

First, login to ADE Connect, to open your school plan click on “Move On When Reading.”



- Once you open your school’s window, your screen should look like the picture below.
- Your School Name should be in the first gray section on the right.
- Your name as school approver will be in the upper right hand corner of your screen.
- To start writing your plan, look for “Literacy Plan” on the left side of the page.
  - Click on the words inside the white box to open your plan (School LP 2015-2016).

Arizona Department of Education | Move On When Reading | Welcome: Ashman Deokar, School Approver, Logout

Home | Contact Information | Help/Support | Roadrunner Elementary School | Washington Elementary School District

**My Action Items, Forms Due to District/Charter** | W=Working | R=Rejected | S=Submitted

**Literacy Plan**

Due Date: 12:00 AM - 10, May 2015

School LP 2014-2015 Window - Last Changed: 9:42 AM - 22, Apr 2015

**Literacy Assessment Data**

Due Date: 12:00 AM - 1, Jun 2015

Submission Window - You have no action items assigned at this time

**History**

Literacy Plan | Literacy Assessment Data

Name	Last Status	Last Status Change Date	Date Opened	Submission Due Date	Date Submitted	Date Approved
School LP 2013-2014 Window	Accepted	6:34 PM - 28, Oct 2013	12:00 AM - 20, Aug 2013	5:00 PM - 30, Apr 2014	5:55 PM - 28, Oct 2013	6:34 PM - 28, Oct 2013



## K-3 Core Reading Program(s) (Tier I) for the 2015-2016 school year

A comprehensive, well-designed core reading program meets Arizona’s English Language Arts Standards and provides teachers with tools for systematic and explicit instruction that is cumulative. An effective comprehensive core reading program will meet the needs of 80-85% of students. It addresses the 5 essential components of reading instruction: Phonemic Awareness, Phonics and Word Study, Vocabulary, Fluency and Comprehension.

### Steps for Entering K-3 Core Reading Program Information

**Roadrunner Elementary School - School LP 2014-2015 Window** Status: Rejected

Submission Due Date: 12:00 AM - Sun. May 10, 2015 Entity ID: 5265 | By: Not Available on 1/1/0001 | Contact #: Not Available | Email:

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

**Core Reading Program**

A comprehensive, well-designed core reading program meets the Arizona Common Core English Language Arts 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 and Word Study, Vocabulary, Fluency and Comprehension.

**+ Add Program**

Core Reading Program	Grade	Duration	Frequency
No data available in table			

**- Remove Program**

Kindergarten Program \* Full day Program v

**Save My Work** **Ready to Submit**

Please indicate your **Core Reading Program** for each grade level by clicking on the green **+Add Program Button**. The add program box will pop up. Do this for each grade level and core program used.

- Program pull-down menu, click on your core program.
- Grade pull-down menu, click on the grade level using the program.
- Duration, enter the number of minutes spent on the Core Reading Program.
- Frequency pull-down menu, How many days a week do you teach Core Reading?
- Don't forget to **SAVE Your Work!**

If your program is not in the pull-down menu, click on The light blue **+Add Other reading Program**

**Choose Core Reading Program**

Program \* Select A Program v

Grade \* Select A Grade v

Duration \* (1-200 minutes)

Frequency \* Select Days v  
(How many days per week?)

Cancel **+ Add Other Core Reading Program** **Save**



## STEPS to Add Other Core Reading Program:

- Indicate the Core Program Name, Publisher and Year of publication.
- Click “Yes” or “No” if the program has been Scientifically Approved.
- Enter the name of the program review used to validate the effectiveness of the Core Program.
- Check the boxes for the components which are included in your K-3 reading program (Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension)
- Don’t forget to **SAVE YOUR WORK!**
- **NOTE:** Saving will take you back to the Choose Core Reading Program popup menu. Your “other” program should now appear next to tool. You must still select a grade level, duration and frequency from the pull-down menus and **SAVE AGAIN!**

Note: \*You will find a resource for evaluating/reviewing comprehensive core programs at the end of this document. A glossary of terms including Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension can be found at the following link:

**Add Other Core Reading Program**  
Programs entered here will be reviewed by State Board staff to ensure compliance with program requirements.

→ Core Reading Program \*

→ Publisher

→ Year:

→ Scientifically Approved:  Yes  No

→ Program review that was used to validate the effectiveness of the identified Core Reading Program

→ Major strands in this program \*

- Comprehension
- Fluency
- Phonics
- Phonological Awareness
- Vocabulary

→ Cancel (Saving this Program will add it to the dropdown list of programs for your selection.) Save ←



## STEPS TO REMOVE A PROGRAM:

- Check the white box next to the program you want to delete and click Remove Program

Accelerated Reader Kindergarten 90 minutes 5 Days

Kindergarten Program \* Full day Program

## STEPS for school’s Kindergarten program:

On the drop-down menu, click your school’s program choice:

- Full-day
- Half-day
- Both full-day and half-day
- Currently no kindergarten program

Kindergarten Program \* Full day Program

Save My Work Ready to Submit

- Don’t Forget to **SAVE YOUR WORK!**
- **Click Ready to Submit** when all program information has been entered correctly. Core Reading Program tab (top of page) will **turn green if all required information is entered.**



## Reading Intervention Programs (Tiers II and III)

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 be aware of the purpose and design of each intervention program in order to appropriately match the program to the individual student need.

## STEPS for TIER II & III (follow these steps for both Tier II and Tier III)

Roadrunner Elementary School - School LP 2014-2015 Window Status: Rejected

Submission Due Date: 12:00 AM - Sun. May 10, 2015 Entity ID: 5265 | By: Not Available on 1/1/0001 | Contact #: Not Available | Email:

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

**Intervention Program(s) (Tier II and III)**

Reading intervention outside the reading block (before, during or after school) that some students receive. This section does not include a comprehensive list of research-based programs. Please use "+ Add Other Intervention Program" button to identify any supplemental or intervention programs your school is implementing if they are not included in the provided list.

Tier II - Targeted Intervention Program(s)\* Comments / Explanations:  
[Add a Comment or Explanation](#)

[+ Add Targeted Intervention Program\(s\)](#)

	Intervention Program	Grade	Session	Duration	Frequency
<input type="checkbox"/>	Accelerated Literacy (A.L.L.)	Kindergarten	After School	20 minutes	1 Day
<input type="checkbox"/>	Accelerated Reader	1st Grade	After School	5 minutes	1 Day

[- Remove Program](#)

Please indicate your **Intervention Reading Program** for each grade level by clicking on the green **+Add Program Button**. The add program box will popup. Do this for each grade level and core program used. *Note: You may have more than one intervention program per grade level.*

- Program pull-down menu, click on your intervention program.
- Grade level pull-down menu, click on the grade level using the program.
- Session pull-down menu, click on after or during school
- Duration, enter the number of minutes spent on the Intervention Reading Program.
- Frequency pull-down menu, how many days a week do you teach Core Reading?
- Don't forget to **SAVE Your Work!**

If your program is not in the pull-down menu, click on The light blue **+Add Other reading Program**

**Choose Intensive Intervention Program** ✕

Program \* ▼

Grade \* ▼

Session \* ▼

Duration \* (1-200 minutes)

Frequency \* ▼  
(How many days per week?)

[Cancel](#) | [+ Add Other Intervention Program](#) | [Save](#)



### STEPS to Add Other Intervention Reading Program:

- Enter the Intervention Program Name.
- Enter the name of the program review used to validate the effectiveness of the identified Intervention Program.
- Don't forget to **SAVE YOUR WORK!**

If 'other' program is being used, you will find a resource for your reference for evaluating/reviewing intervention programs at the end of this document.

### STEPS TO REMOVE A PROGRAM:

- Check the white box next to the program you want to delete and click Remove Program

### Steps for More Information:

- If your school is **NOT providing Tier III**, you **MUST** explain in the box provided.
- You **MUST enter your Special Education-Identified SLD (Reading) program(s)**.

- Don't Forget to **SAVE YOUR WORK!**
- **Click Ready to Submit** when all program information has been entered correctly. Intervention Program tab (top of page) will **turn green if all required information is entered.**



### K-3 Assessment Plan:

As per ARS §15-704, the required comprehensive assessment components include Universal Screening, Diagnostic Assessment, Progress Monitoring Tools and an Outcome Assessment. This system identifies students at risk of reading difficulty at the beginning of the school year or upon entry in school, determines specific skill areas to be addressed in intervention and provides progress monitoring information for student and program decisions.

**Out Come Assessment:** You do not need to enter your Statewide Assessment data. Your data will be automatically populated for you. *Note: If this number is different than your records show, the reason may be due to the fact that we include FAY and NON-FAY students in our numbers. (FAY = Full Academic Year)*

Data in this field reflects the percentage of third grade students scoring at each level (Exceeds, Meets, Approaches & Falls Far Below) on the Statewide Assessment. *SPECIAL NOTE: The descriptors: Exceeds, Meets, Approaches and Falls Far Below, will change when AzMERIT standard setting decisions are made. Look for these four descriptors to be different beginning in 2015-2016.*

Roadrunner Elementary School - School LP 2014-2015 Window Status: Rejected

Submission Due Date: 12:00 AM - Sun. May 10, 2015 Entity ID: 5265 | By: Not Available on 1/1/0001 | Contact #: Not Available | Email:

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

---

**Assessment Plan**

As per ARS §15-704 the requirements of a comprehensive assessment plan include universal screenings and ongoing diagnostic and classroom based instructional reading assessments. This section does not include a comprehensive list of assessments. Please use the "Other" column to identify any assessments your school is implementing if they are not included on the provided list.

**Please Note:** The following 3rd Grade Spring Reading Statewide Assessment scores include fay and non-fay student scores and may not match the scores on school and LEA accountability reports.

3rd Grade - Reading	Statewide Assessment 2014	Statewide Assessment 2013	Statewide Assessment 2012
Exceeds	9	7	9
Meets	65	66	47
Approaches	20	24	27
Falls Far Below	4	2	2

**Comments / Explanations:**  
[Add a Comment or Explanation](#)





## Steps to Enter Universal Screening Assessments:

Universal Screening Tools are administered to all students and provide baseline data for sorting those who meet benchmark (grade level) and those who do not meet benchmark (*at-risk*).

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Submission Due Date: 12:00 AM - Sun, May 10, 2015 Entity ID: 5265 | By: Not Available on 1/1/0001 | Contact #: Not Available | Email:

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

Universal Screening Tools: Baseline data for all students\*

Scheduling of Assessment: First (1st) week of attenda...

**+ Add Tool** (Enter the tool for each grade level)

Screening Tools	Grade
<input type="checkbox"/> DIBELS Next	Kindergarten
<input type="checkbox"/> DIBELS Next	1st Grade
<input type="checkbox"/> DIBELS Next	2nd Grade
<input type="checkbox"/> DIBELS Next	3rd Grade

**- Remove Tool**

**Diagnostic Tools:** For students not at benchmark, indicate components that your diagnostic assessments will identify as instructional gaps.  
\* If you do not have a diagnostic tool please explain in comments.

## Steps for Entering Scheduling Information and Universal Screening Tool:

- Scheduling of Assessment pull-down menu, select a Frequency

Please indicate your Universal Screening Tool for each grade level by clicking on the green **+Add Program** Button. The add program box will popup. Do this for each grade level and core program used. Note: You may have more than one intervention program per grade level.

- Tool pull-down menu, click on your screening tool.
- Grade level pull-down menu, click on the grade level using the tool.
- Don't forget to **SAVE Your Work!**

**Choose Universal Screening Tool**

Tool \*

Grade \*

Cancel **+ Add Other Tool** Save

**Choose Universal Screening Tool**

Tool \*

Grade \*

Cancel **+ Add Other Tool** **Save**



## Steps to Enter Universal Screening Assessments (Continued):

If your program is not in the pull-down menu, click on  
The light blue **+Add Other reading Program**

### Steps to Add Other Universal Screening Tool:

- Enter the Tool Name in the box provided.
- Click **SAVE!**

**Add Other Universal Screening Tool** ×  
Tools entered here will be reviewed by State Board staff to ensure compliance with program requirements.

Tool Name \*

(Saving this Tool will add it to the dropdown list of tools for your selection.)

**Add Other Universal Screening Tool** ×  
Tools entered here will be reviewed by State Board staff to ensure compliance with program requirements.

Tool Name \*

(Saving this Tool will add it to the dropdown list of tools for your selection.)

- **NOTE:** Saving will take you back to the Choose Universal Screening Tool popup. Your “other” tool should now appear next to tool. You must still select a grade level and **SAVE AGAIN!**

**Choose Universal Screening Tool** ×

Tool \*  ▼

Grade \*  ▼

Other program was saved successfully.



## Steps to Universal Screening Assessments (Continued):

### Steps to Remove Programs:

Check the white box next to the program you want to delete, click Remove Tool.

Universal Screening Tools: Baseline data for all students\*

Scheduling of Assessment \* First (1st) week of attenda

+ Add Tool (Enter the tool for each grade level)

Screening Tools	Grade
<input type="checkbox"/> DIBELS Next	Kindergarten
<input type="checkbox"/> DIBELS Next	1st Grade
<input type="checkbox"/> DIBELS Next	2nd Grade
<input checked="" type="checkbox"/> DIBELS Next	3rd Grade

Remove Tool

Click OK if you're sure you want to delete the tool.





## Steps for Entering Scheduling and Diagnostic Tools:

Diagnostic Tools are used for students who are not at benchmark and for whom additional information is necessary for targeted instruction.

- Scheduling of Assessment pull-down menu, select a Frequency

Please indicate your **Diagnostic tool** for each grade level by clicking on the green **+Add Program Button**. The add tool box will pop up. Do this for each grade level and diagnostic tool used. Program pull-down menu, click on your intervention program.

- Tool pull-down menu, click on grade level
- Choose diagnostic tools, click targeted areas for which the diagnostic tools are used
- Don't forget to **SAVE Your Work!**



## Steps for Entering Scheduling and Diagnostic Tools (Continued):

### Steps to Remove a Program:

Check the white box next to the program you want to delete and click diagnostic tool.

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

Remove Tool

Diagnostic Tools: For students not at benchmark, indicate components that your diagnostic assessments will identify as instructional gaps.  
\* If you do not have a diagnostic tool please explain in comments.

Scheduling of Assessment within 2 weeks of universa

+ Add Tool (Enter the tool for each grade level)

Grade	Diagnostic Tools
<input type="checkbox"/> Kindergarten	Comprehension Fluency Phonics Phonological Awareness Vocabulary
<input checked="" type="checkbox"/> 1st Grade	Comprehension Fluency Phonics Phonological Awareness Vocabulary

Remove Tool

Click OK if you're sure you want to delete the tool

Message from webpage

Are you sure you want to delete the selected tool(s)?

OK Cancel

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

Remove Tool

Diagnostic Tools: For students not at benchmark, indicate components that your diagnostic assessments will identify as instructional gaps.  
\* If you do not have a diagnostic tool please explain in comments.

Scheduling of Assessment within 2 weeks of universa

+ Add Tool (Enter the tool for each grade level)

Grade	Diagnostic Tools
<input type="checkbox"/> Kindergarten	Comprehension Fluency Phonics Phonological Awareness Vocabulary

Remove Tool



## Steps for Entering Frequency and Progress Monitoring Tools:

Progress Monitoring Tools provide information to help determine effectiveness of instruction, student progress and plans for intervention. Please indicate *when* students in each category are monitored: At Benchmark, At Approaching (Targeted) and At Significant Risk (Intensive).

Progress Monitoring Tools:

- Click each pull-down menu and choose a frequency

## Progress Monitoring Tools:

**+Add Tool**, click on add tool

Tool pull-down, click on your progress monitoring tool

Grade pull-down, click grade level

Make sure to **SAVE YOUR WORK!**



## Steps for Entering Frequency and Progress Monitoring Tools (Continued):

If your program isn't there, **click +Add Other Tool**

Type Tool Name in box provided

Make sure to **SAVE YOUR WORK!**

- **NOTE:** Saving will take you back to the Choose Progress Monitoring Tool popup. Your “other” tool should now appear next to tool. You must still select a grade level and **SAVE AGAIN!** It will then show up in your plan.

Progress Monitoring Tools: Monitoring students progress on a regular basis.\*

Assessment Frequency At:  
 Benchmark \* every quarter | Approaching \* every 4 weeks | Significant Risk \* every 2 weeks

+ Add Tool (Enter the tool for each grade level)

Progress Monitoring Tools		Grade
<input type="checkbox"/>	DIBELS Next	Kindergarten
<input checked="" type="checkbox"/>	ZEEB TEST	Kindergarten
<input type="checkbox"/>	ZEEB TEST	3rd Grade

+ Remove Tool



## Steps for Entering Frequency and Progress Monitoring Tools (Continued):

### STEPS to REMOVE a PROGRAM:

Check the white box next to the tool you want to delete. Click **Remove Tool**.

Progress Monitoring Tools: Monitoring students progress on a regular basis.\*

Assessment Frequency At:  
 Benchmark \* every quarter  Approaching \* every 4 weeks  Significant Risk \* every 2 weeks

**+ Add Tool** (Enter the tool for each grade level)

	Progress Monitoring Tools	Grade
<input type="checkbox"/>	DIBELS Next	Kindergarten
<input checked="" type="checkbox"/>	DIBELS Next	1st Grade
<input checked="" type="checkbox"/>	DIBELS Next	2nd Grade
<input checked="" type="checkbox"/>	DIBELS Next	3rd Grade

**- Remove Tool**

Click OK, if you're sure you want to delete the to





### Steps for Entering Summative Assessment Tools:

Summative Assessments measure a student’s overall performance at the end of each grade level and the effectiveness of core reading instruction. Please indicate for each grade level the summative assessment tool used at the end of the year.

Click on **+Add Tool**



Summative Assessment Tools: End of year outcomes.\*

**+ Add Tool** (Enter the tool for each grade level)

Summative Assessment Tools		Grade
<input type="checkbox"/>	DIBELS Next	Kindergarten
<input type="checkbox"/>	ZEEB TEST	Kindergarten

**- Remove Tool**

If your program isn't there, **click +Add Other Tool**

Type Tool Name in box provided

Make sure to **SAVE YOUR WORK!**

**Choose Summative Assessment Tool**

Tool \*

Grade \*

- NOTE:** Saving will take you back to the Choose Progress Summative popup. Your “other” tool should now appear next to tool. You must still select a grade level and **SAVE AGAIN!**

**Add Other Summative Assessment Tool**

Tools entered here will be reviewed by State Board staff to ensure compliance with program requirements.

Tool Name \*

**Choose Summative Assessment Tool**

Tool \*

Grade \*

Other program was saved successfully.



## Steps for Entering Summative Assessment Tools (Continued):

**NOTE:** for **3<sup>RD</sup> GRADE Summative** you must choose **+Add Other Tool** and Enter AzMERIT

Type AzMERIT in the Provided Box

Click **SAVE!**

**Add Other Summative Assessment Tool** ✕

Tools entered here will be reviewed by State Board staff to ensure compliance with program requirements.

Tool Name \*

Cancel (Saving this Tool will add it to the dropdown list of tools for your selection.) **Save**

**Choose Summative Assessment Tool** ✕

Tool \*

Grade \*

Other program was saved successfully.

Cancel **+ Add Other Tool** **Save**

Click on 3<sup>rd</sup> grade on the Grade pull-down menu

Click **SAVE!**

- Don't Forget to **SAVE YOUR WORK!**
- **Click Ready to Submit** when all program information has been entered correctly. The Summative Assessment tab (top of page) will **turn green if all required information is entered.**

**Save My Work** **Ready to Submit**



## Steps for Entering Professional Development Plan:

A professional development plan is aligned with data and addresses the needs for instructional improvement. The Literacy Leadership team is involved in the planning of professional development.

Please indicate the providers for the area(s) of focus for your 2015-2016 professional development plans in each box. Check Yes or No for each grade level for which it will be an area of focus.

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

**Professional Development Plan**

Indicate the Provider (including any external providers) for each area of focus for the current school year.

	Tier I Instruction 127/400 Characters	Tier II/Tier III Intervention 127/400 Characters	Assessment 127/400 Characters	Data Analysis 127/400 Characters	Comments / Explanations: <a href="#">Add a Comment or Explanation</a>
	principal, assistant principal, program coach; Academic Services staff, District instructional and program coaches; Jo Robinson	principal, assistant principal, program coach; Academic Services staff, District instructional and program coaches; Jo Robinson	principal, assistant principal, program coach; Academic Services staff, District instructional and program coaches; Jo Robinson	principal, assistant principal, program coach; Academic Services staff, District instructional and program coaches; Jo Robinson	
Kindergarten*	<input checked="" type="radio"/> Yes <input type="radio"/> No				
1st Grade*	<input checked="" type="radio"/> Yes <input type="radio"/> No				
2nd Grade*	<input checked="" type="radio"/> Yes <input type="radio"/> No				
3rd Grade*	<input checked="" type="radio"/> Yes <input type="radio"/> No				

[Save My Work](#)   [Ready to Submit](#)

- You **MUST enter Text** in Each Box explaining your Professional Development for this school year.
- You **MUST Click Yes or No** for each section and grade level.
- Remember to **SAVE YOUR WORK!!**
- **Click Ready to Submit** when all program information has been entered correctly. The Professional Development tab (top of page) will **turn green if all required information is entered correctly.**



## Steps for Completing Final Requirements:

The screenshot shows the 'Final Requirements' tab in the ADE Connect system. It contains three main sections:
 

- Master Reading Block Schedule:** A section with a 'Please confirm that you sent the current year Master Reading Block schedule to your District/Charter Office' and radio buttons for 'Yes' and 'No'. A red arrow points to the 'Yes' option.
- Parent/Guardian Communication:** A section with the instruction 'Indicate the letter(s) that have been prepared for the parent notification.' It includes checkboxes for 'Letter #1: informs all K-3 parents of the Arizona Move On When Reading Law ARS §15-701 (B)' and 'Letter #2: notifies parents when their pupil is identified as being substantially deficient in reading and provides additional information regarding the pupil's intervention Plan/reading deficiency and description of child's intervention plan (ARS §15-701 (B))'. A red arrow points to the 'Letter #1' checkbox.
- Intervention and Remedial Strategies:** A section with the instruction 'State law requires that school districts and charter schools offer at least one of the following intervention and remedial strategies for pupils who are not promoted from the third grade (ARS §15-701(A)(2)(C)). Please check the box below next to each intervention and remedial strategy or strategies that you offer. (You must select at least one).' It includes a link for more information and checkboxes for 'A requirement that the pupil be assigned to a different teacher for reading instruction', 'In the next academic year, intensive reading instruction that occurs before, during or after the regular school day, or any combination of before, during and after the regular school day', 'Summer school reading instruction', and 'Online reading instruction'. A red arrow points to this section.

### MASTER READING BLOCK SCHEDULE:

You **must SEND Your Schedule to YOUR DISTRICT OFFICE:** This is an *individual school-created schedule* and needs to be *sent to your district office for documentation purposes*. You **do NOT submit your schedule on ADE Connect** with your literacy plan. You just need to indicate, by clicking yes, on the final requirements tab that you sent it to your district office.

Your master reading schedule must include your *school name* and the *school principal's name*. Make sure to include each grade level and SEI block and minutes of instruction on your master reading schedule that address the reading standards.

- **Click yes or no** indicating if you have sent your reading schedule to your district/charter holder.

### PARENT/GUARDIAN Communication:

Communication with parent/guardian is essential and includes steps for their involvement at home.

- **Please indicate (by checking the box)** that you have sent (or plan to send) each of the letter(s) that the LEA/school has prepared for the parent notification per ARS § 15-701 (B).
- **Please use the School Comments box** for any additional information you would like to provide.

### INTERVENTION and REMEDIAL STRATEGIES:

Indicate which intervention your school will be providing to students who FFB on the AzMERIT assessment, by clicking the box next to the intervention you will be using.

(Note: Scores will not be available until Fall 2015, so please anticipate which intervention strategy you think you will use)

- **Confirm that you sent** (or agree to send) out Parent Letters 1 & 2
- **Identify which of the four** intervention/remedial strategies you will used for struggling readers:
  - Assigning student to different teacher
  - Providing intensive reading instruction either during the day or before/after school
  - Providing summer school instruction
  - Providing online reading instruction

- Remember to **SAVE YOUR WORK!!**
- **Click Ready to Submit** when all program information has been entered correctly. The Final Requirements tab (top of page) will **turn green if all required information is entered correctly.**



## Steps for Completing Submit Tab:

In order to submit your plan to your district/charter holder, all tabs and bars must be green. The picture below shows you that you still need to make corrections or enter more information on each tab.

Roadrunner Elementary School - School LP 2014-2015 Window Status: Rejected  
 Submission Due Date: 12:00 AM - Sun, May 10, 2015 Entity ID: 5265 | By: Not Available on 1/1/0001 | Contact #: Not Available | Email:

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

**Status**

Core Reading Program

Intervention Program

Assessment Plan

Professional Development Plan

Final Requirements

School Final Comments:

Submitted By: Ashman Deokar | Email: ashman67@icloud.com | Contact #: (602) 542-3534 **Submit**

The picture below shows that you need to work on the Intervention Program Tab.

- Click on the intervention Program Tab
- Make the changes/add needed information
- Click **Save My Work!**

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

**Tier III - Intensive Intervention Program(s)\***

**+ Add Intensive Intervention Program(s)**

Intervention Program	Grade	Session	Duration	Frequency
<input type="checkbox"/> Accelerated Literacy (A.L.L.)	3rd Grade	During School	50 minutes	4 Days

**- Remove Program**

If the Tier III is currently not being provided, please explain here: (Required when no Tier III programs are entered)

Special Education-Identified SLD (Reading) Program(s):

**Save My Work** **Ready to Submit**



## Steps for Completing Submit Tab (continued):

The picture below shows that all tabs have been completed correctly and are ready to submit.

- **Enter your contact number** in the empty box at the bottom of the page.
- Click **Save My Work!**
- **If you want to print, go to each tab, go to file, print.** *Note: You will need to print each tab individually.*
- **Click Ready to submit** when all information is entered correctly.
- **An Alert! Message** will pop-up, click yes if you're sure you want to submit. Click no if you need to change something and it will take you back to your plan.

**Roadrunner Elementary School - School LP 2014-2015 Window** Status: Rejected

Submission Due Date: 12:00 AM - Sun. May 10, 2015 Entity ID: 5265 | By: Not Available on 1/1/0001 | Contact #: Not Available | Email:

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

---

**Status**

- Core Reading Program
- Intervention Program
- Assessment Plan
- Professional Development Plan
- Final Requirements

School Final Comments:

Submitted By: Ashman Deokar | Email: ashman67@icloud.com | Contact #: (602) 542-3534 \* **Submit**

 **Alert!**

Once you submit this form you will not be able to edit it.  
Do you want to continue?



### After Submission:

Once you submit your plan, your screen should look like the one below:

Home | Contact Information | Help/Support | Roadrunner Elementary School | Washington Elementary School District

**My Action Items, Forms Due to District/Charter** W=Working | R=Rejected | S=Submitted

**Literacy Plan**

Due Date: 12:00 AM - 10, May 2015

Submission Window -You have no action items assigned at this time

**Literacy Assessment Data**

Due Date: 12:00 AM - 1, Jun 2015

Submission Window -You have no action items assigned at this time

**History**

Literacy Plan | Literacy Assessment Data

Name	Last Status	Last Status Change Date	Date Opened	Submission Due Date	Date Submitted	Date Approved
School LP 2014-2015 Window	Submitted To District /Charter	2:14 PM - 28, Apr 2015	12:00 AM - 8, Aug 2014	12:00 AM - 10, May 2015	2:14 PM - 28, Apr 2015	-
School LP 2013-2014 Window	Accepted	6:34 PM - 28, Oct 2013	12:00 AM - 20, Aug 2013	5:00 PM - 30, Apr 2014	5:55 PM - 28, Oct 2013	6:34 PM - 28, Oct 2013

### If you would like to view your plan, look under history:

- Click on the correct school year (2015-2016).
- Your plan will open – you will not be able to make changes on this screen, you can only view.
- If you want to print, go to each tab, go to file, print. *Note: You will need to print each tab individually.*
- If you find you need to make changes after you have submitted to your district/charter, contact your district/charter holder. They will need to reject your plan before you will be able to make changes.
- If you have any further questions, please feel free to Contact ADE tech support at 602-542-7378



## CORE READING PROGRAMS

Please note: This list is not intended to be an exclusive list but designed to assist LEA's and schools in identifying the Core Reading Program that is being used for their K-3 reading program. The list does not constitute an endorsement or approval of any particular program. The list is meant to be just one source of information that may help LEA's or school personnel in filling out the K-3 Literacy Plan.

Harcourt, *Trophies* 2003

Houghton Mifflin, *The Nation's Choice* 2003

Houghton Mifflin, *Houghton Mifflin Reading* 2007, 2009

Houghton Mifflin/Harcourt, *Storytown* 2007, 2009

Houghton Mifflin/Harcourt, *Rigby Literacy* 2000, 2011

Houghton Mifflin/Harcourt, *Literacy by Design* 2011

MacMillan/McGraw-Hill, *MacMillan McGraw-Hill Reading* 2003

Macmillan/McGraw-Hill, *Treasures* 2007, 2009, 2011

Mondo, *Bookshop*

Scott Foresman, *Scott Foresman Reading* 2000, 2002, 2004

Pearson, Scott Foresman *Reading Street* 2008, 2011

SRA, *Open Court* 2000, 2002, 2005

SRA/McGraw-Hill, *Imagine It!* 2008

SRA/McGraw-Hill, *Reading Mastery Plus* 2002

SRA/McGraw-Hill, *Reading Mastery Signature* 2008

Success For All Foundation, *Success For All* 2003, 2005

Voyager, *Universal Literacy* 2003



## SUPPLEMENTAL AND INTERVENTION PROGRAMS

Please note: This list is not intended to be an exclusive list but designed to assist LEA's and schools in identifying the Supplemental and Intervention Reading Program(s) that are being used for their Tier II (targeted) or Tier III (intensive) intervention programs. **The list does not constitute an endorsement or approval of any particular program.** The list is meant to be a source of information that may assist LEA's or school personnel in completing the K-3 Literacy Plan.

### Section: Reading Intervention Programs for Tier II and Tier III

1. Accelerated Reader
2. Accelerated Literacy Learning (A.L.L.)
3. Barton Reading & Spelling System
4. Building Vocabulary Skills
5. Comprehension Plus
6. Corrective Reading
7. DaisyQuest
8. Early Intervention in Reading
9. Early Success
10. Earobics
11. Edmark Reading Program
12. Elements of Reading, Comprehension
13. Elements of Reading, Fluency
14. Elements of Reading, Phonics and Phonemic Awareness
15. Elements of Reading, Vocabulary
16. First Grade Peer-Assisted Literacy Strategies
17. Failure Free Reading
18. Fast Forward Language
19. Foundations
20. Great Leaps
21. Harcourt Trophies First Grade Intervention Kit
22. Headsprout Early Reading
23. Horizons
24. iStation
25. Kaleidoscope
26. KidBiz3000
27. Kindergarten Peer-Assisted Literacy Strategies (K-PALS)
28. Ladders to Literacy
29. Language!
30. Language First!
31. Language for Thinking
32. LeapTrack Assessment & Instruction System
33. Lexia Reading
34. LiPS
35. PALS
36. Peer-Assisted Learning Strategies



37. Phonics for Reading
38. Phono-Graphix
39. PLATO Early Reading Program
40. PLATO FOCUS and Reading Language Program
41. Project Read
42. QuickReads
43. Questioning the Author
44. RAVE-O
45. Read Well
46. Read, Write & Type
47. Reading Recovery
48. Road to the Code
49. Saxon Phonics and Spelling
50. Scott Foresman Early Reading Intervention
51. Seeing Stars
52. Sing, Spell, Read and Write
53. Six Minute Solution
54. Smart Tutor: Reading
55. Smart Way Reading and Spelling
56. Soar to Success
57. Sound Partners
58. Spalding Writing Road to Reading
59. SpellRead
60. S.P.I.R.E. and Sounds Sensible
61. SRA Early Interventions in Reading
62. Start Making a Reader Today (SMART)
63. Stepping Stones to Literacy
64. Success For All
65. Text Talk
66. Visualizing and Verbalizing
67. Voyager Passport E, F, & G
68. Voyager Universal Literacy System
69. Waterford Early Reading System
70. Wilson Fluency/ Basic
71. Wilson Reading System



## Guidelines to Review Comprehensive (Core) Reading Programs

Florida Center for Reading Research

<http://www.fcrr.org/fcrrreports/guides/CCRP.pdf>

Scientifically-Based Reading Programs: What are they and how do I know?

[http://www.fcrr.org/science/pdf/arndt/AA\\_Summer\\_Institute\\_July\\_2007.pdf](http://www.fcrr.org/science/pdf/arndt/AA_Summer_Institute_July_2007.pdf)

Analyzing a Core Reading Program

[http://oregonliteracypd.uoregon.edu/sites/default/files/topic\\_documents/20-R2-CriticalComponents.pdf](http://oregonliteracypd.uoregon.edu/sites/default/files/topic_documents/20-R2-CriticalComponents.pdf)

Center on Instruction Professional Development Module Reviewing a Reading Program

<http://www.centeroninstruction.org/reviewing-a-reading-program-professional-development-module>

## ADDITIONAL RESOURCES

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>