**Directions: Please provide a narrative response for sections A-I.**

**Section A**: Describe how reading assessment and instruction for all students in the district includes oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to aid in the comprehension of texts to meet grade‑level English/Language Arts standards.

**Section B:** Document how reading instruction and assessment for all students in the district are further aligned to the science of reading, structured literacy and foundational literacy skills.

**Section C:** Document how the district uses universal and interim assessment data, in conjunction with diagnostic assessment data to assist schools in determining pathways of intervention for students who have failed to demonstrate grade‑level reading proficiency.

**Section D**: Describe the system in place to help all parents throughout the district understand how they can support the student as a reader at home.

**Section E:** Document how the district provides for progress monitoring of reading achievement and growth at the district level with decisions about intervention based on all available data to ensure grade-level proficiency in reading.

**Section F:** Explain how the district will provide teacher training based in the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students.

**Section G: Analysis of Data**

| **Strengths** | **Possibilities for Growth** |
| --- | --- |
|  |  |

**Questions for District-level Survey:**

1. Please provide the total number of **first** graders from the 2023-24 school year who were projected to score Does Not Meet/Approaching on SC Ready ELA by third grade:
2. Please provide the total number of **second** graders from the 2023-24 school year who were projected to score Does Not Meet/Approaching on SC Ready ELA by third grade:

**Section H: Previous School Year SMART Goals and Progress Toward Those Goals**

Please provide your previous **district goals** from last school year and the progress your district has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s). As a reminder, all districts serving third grade were required to use Goal #1 (below).

| **Goals** | **Progress** |
| --- | --- |
| Goal #1 (Third Grade Goal): Reduce the percentage of third graders scoring Does Not Meet in the spring of [two school years prior] as determined by SC READY from \_\_\_\_\_\_ % to \_\_\_\_\_\_ % in the spring of [previous school year]. |  |
| Goal #2: |  |
| Goal #3: |  |

**Section I: Current SMART Goals and Action Steps Based on Analysis of Data**

All districts serving students in third grade MUST respond to the third-grade reading proficiency goal. Districts that do not serve third grade students may choose a different goal. **Districts may continue to use the same SMART goals from previous years or choose new goals.** Goals should be academically measurable. The Reflection Tool may be helpful in determining action steps to reach an academic goal. Districts are strongly encouraged to incorporate goals from the strategic plan. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

| **Goals** | **Action Steps** |
| --- | --- |
| Goal #1 (Third Grade Goal): Reduce the percentage of third graders scoring Does Not Meet in the spring of [previous school year] as determined by SC READY from \_\_\_\_\_\_ % to \_\_\_\_\_\_ % in the spring of [current school year]. |  |
| Goal #2: |  |
| Goal #3: |  |