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

**LETRS Questions:**

* How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?:
* How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?:
* How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?:

**Section A**: Describe how reading assessment and instruction for all PreK-5th grade students in the school 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 Word Recognition assessment and instruction for PreK-5th grade students are further aligned to the science of reading, structured literacy and foundational literacy skills.

**Section C:** Document how the school uses universal screener data and diagnostic assessment data to determine targeted pathways of intervention (word recognition or language comprehension) for students in PreK-5th grade who have failed to demonstrate grade‑level reading proficiency.

**Section D**: Describe the system in place to help parents in your school understand how they can support the student as a reader and writer at home.

**Section E**: Document how the school provides for the monitoring of reading achievement and growth at the classroom and school level with decisions about PreK-5th grade intervention based on all available data to ensure grade-level proficiency in reading.

**Section F**: Describe how the school provides teacher training based in the science of reading, structured literacy, and foundational literacy skills to support all students in PreK-5th grade.

**Section G: Analysis of Data**

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

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

* Please provide your school’s goals from last school year and the progress your school has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s). As a reminder, all schools 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 schools serving students in third grade MUST respond to the third-grade reading proficiency goal. Schools that do not serve third grade students may choose a different goal. Schools 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. Schools are strongly encouraged to incorporate goals from the strategic plan.

| **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: |  |