

South Carolina Department of Education
Read to Succeed Elementary Exemplary Literacy Reflection Tool

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?: 0
- How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?: 0
- How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?: 0
- The Reading Coach has completed Volumes 1 and 2 of LETRS training and was funded by Lowcountry Montessori School.

Section A: Describe how reading assessment and instruction for all PreK-6th 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.

All students in grades K - 6 take the i-Ready computer-based, adaptive diagnostic assessment three times a year. The i-Ready assessment identifies the student's strengths and areas for growth in the domains of Phonological Awareness, Phonics, High Frequency Words, Vocabulary, and Comprehension of Literature and Informational texts. The data from each domain of the i-Ready assessment supports teachers as they plan instruction, set goals with students, and assess learner progress. Also, this school year we adopted the SC Wonders curriculum for grades K - 5 and StudySync for grade 6, which aligns to the Science of Reading and includes all 5 pillars of reading instruction.

In addition to the i-Ready assessment, students in grades K - 3 are administered the Montessori Pathways Reading Assessment and Heggerty Phonemic Awareness curriculum. The Montessori Reading Pathways assessment evaluates the student's phonological awareness, phonics skills, and high frequency words. The initial assessment places the student in the scope and sequence (Levels 1 - 9) for the Reading Pathways lessons. Each level explicitly teaches a specific sound spelling association following the Montessori Pathways scope and sequence. Teachers give these structured literacy lessons in small groups and use the Montessori materials in the classroom for continued practice and application of these skills for mastery. Students move from word level encoding, using the Montessori moveable alphabet, to decoding by reading the labels and matching them to the pictures in the Rainbow Drawers. Next, students have experiences with sentence level reading and writing and practice reading decodable texts for fluency and comprehension. Students experience explicit comprehension instruction through read alouds, reading strategy groups, and book clubs.

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Section B: Document how Word Recognition assessment and instruction for PreK-6th grade students are further aligned to the science of reading, structured literacy and foundational literacy skills.

Guides in grades K-6 use the Montessori Pathways Reading Assessment and lessons along with SC Wonders assessments and lessons. Additional assessments in phonics (LETRS Phonics Assessment), phonemic awareness (Heggerty Assessment), spelling (LETRS Spelling Inventory), vocabulary and comprehension (EasyCBM), are administered as needed to gain more insight into the students' strengths and possibilities for growth.

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-6th grade who have failed to demonstrate grade-level reading proficiency.

Lowcountry Montessori uses i-Ready Assessment, Montessori Reading Pathways Assessment, Fluency Assessment (EasyCBM), and classroom observations to identify struggling readers. The guide analyzes all the data to determine the most beneficial pathway for these students' word recognition or comprehension. The guide starts targeted interventions in the classroom using the multi-sensory didactic Montessori materials and documents these interventions. Guides continuously assess and observe the students' progress, and adjust their interventions when needed. A student who makes the desired progress continues with these interventions in the classroom. If the desired progress is not met, the guide refers the student to get additional interventions with the Reading Interventionist and follows the MTSS guidelines for our school. Additional assessments in phonics (LETRS Phonics Assessment), phonemic awareness (Heggerty Assessment), spelling (LETRS Spelling Inventory), vocabulary and comprehension (EasyCBM), are administered as needed to gain more insight into the student's needs. A thorough examination of all the data points with the MTSS team provides a comprehensive understanding of a student's strengths and opportunities for growth.

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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.

Lowcountry Montessori School provides many opportunities to help parents understand how they can support their student in reading and writing at home. We follow Maria Montessori's pedagogy where students are in mixed age group classes. Remaining with the same teacher for 3 years builds a strong relationship with the families and guide. Families attend scheduled conferences each year. The guide shares the student's work and gives examples of activities they can do at home to further their student's reading and writing. Parents of children K - 3 grade students are given our "Parents as Partners" packet that contains several activities that will strengthen the literacy skills that their student is working toward mastering in The Montessori Pathways Program. Guides also share ideas for how to read with their child and how to talk about literature that is appropriate for their child's age.

The i-Ready parent report is sent home 3 times a year. We have added Clever this year. With Clever, students and parents can use their single sign-on QR badge to sign in and access i-Ready personalized learning lessons, ReadWorks, and Google Classroom, etc. Clever gives students and parents instant access to a world of digital learning selected for them by their teacher.

We have several scheduled parent nights. During "Literacy Night", students and teachers demonstrate the hands-on Montessori Language Materials. These materials are specifically designed to help children develop language skills. Some of the language materials we highlight during "Literacy Night" are sandpaper letters, metal insets, rainbow drawer towers with the moveable alphabet, word study cabinet, grammar symbols, and sentence analysis. For example: the grammar symbols represent different parts of speech with various shapes and colors, and this helps children to concretely understand language structure. We share some grammar activities parents can do at home with students, for example: word games, story telling, labeling objects, and symbol practice. We also have Cultural Studies Curriculum night. The cultural studies include history, geography, science, art, music, and social studies. Many of the cultural lessons are introduced through storytelling and followed up with timelines, hands on nomenclature cards, and research. The cultural curriculum integrates all of the subject areas while building background knowledge, increasing vocabulary, and growing students' research skills.

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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-6th grade intervention based on all available data to ensure grade-level proficiency in reading.

Classroom guides take anecdotal records, use running records, SC Wonders Curriculum, StudySync, and Montessori Reading Pathways to monitor students. Tier 2 and 3 students are monitored according to the school's MTSS flowchart. The MTSS team, reading interventionist and classroom guide use EasyCBM, (LETRS Phonics Assessment), phonemic awareness (Heggerty Assessment), spelling (LETRS Spelling Inventory) when appropriate, to track student progress for Tier 2 and 3 students. Students and guides collaborate to set measurable literacy goals.

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-6th grade.

The teachers have ongoing training in the science of reading and work collaboratively to incorporate the research into our classroom practices. Professional learning groups meet with the Reading Coach and cover a variety of topics within the science of reading starting with the "Simple View of Reading" and "Scarborough's Reading Rope." The purpose is to align the Montessori method with the Science of Reading Research. Teachers have access to a Padlet containing articles, videos, and podcasts aligned with the Science of Reading. The Reading Coach meets with teachers to ensure best practices in literacy. Teachers also participate in webinars on the science of reading, structured literacy, and foundational literacy skills.

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Section G: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> ● Several forms of assessments are used to triangulate data. ● Ongoing professional development in the Science of Reading. ● Montessori Pathways Reading Program is closely aligned to the South Carolina College and Career Ready Standards. ● The Montessori Cultural Curriculum builds vocabulary and background knowledge. ● Hands on nomenclature cards weave reading and writing throughout all content areas in the classroom. ● The Montessori learning environment fosters accountability, organizational skills, and time management. ● Coach works with teachers to analyze a variety of data, lesson plan, Micro-model lessons, and co-teach. ● Collaboration with teachers and parents with Tier 2 and Tier 3 Reading interventions. Progress is systematically communicated to parents throughout the year. 	<ul style="list-style-type: none"> ● Continue to grow our strategic use of data from the i-Ready Assessment. ● Single sign-on with Clever and personalize learning with i-Ready next steps. ● Continue to strengthen our phonics program by using the Montessori Reading Pathways structured literacy phonics lessons with fidelity. ● Continue to collaborate and set measurable short-term goals aimed at growing reading behaviors and make strategic plans for how these goals will be accomplished. Document this work in a portfolio. ● Continue and expand parent involvement through parent education nights, newsletters, parent/teacher conferences, Intervention reports, and “Parents as Partners” literacy information. ● Incorporate the SC Wonders Reading Program into daily lessons to strengthen comprehension skills, especially informational text.

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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
<p><u>Goal #1 (Third Grade Goal):</u> Reduce the percentage of third graders scoring Does Not Meet in the spring of 2023 as determined by SC READY from 20% to 16% in the spring of 2024.</p>	<ul style="list-style-type: none"> • Our percentage of third graders scoring Does Not Meet in the spring of 2023 to 2024 decreased from 20% to 18.2%.
<p><u>Goal #2:</u> This is a continued goal from last year. 100% of teachers and students in grades K – 6 will collaborate to set measurable short-term goals aimed at growing students’ reading and writing behaviors and make a strategic plan outlining how these goals will be accomplished. Documentation of the goals and achievement will be demonstrated through a portfolio of written work.</p>	<ul style="list-style-type: none"> • Yes, we met this goal. • Teachers in grades K - 6 worked together to create measurable short-term goals aimed at growing students’ reading and writing behavior. • 100 % of the teachers documented students' growth in reading and writing through a portfolio of written work. • Teachers used the Literacy Student Learning Pathway checklist to document goals and growth.
<p><u>Goal #3:</u> Increase the number of “on track” second grade students as determined by the spring MAP Growth Assessment and the SC Department of Education Reading cut score in 2023 from 28% on track to 40% on track in the spring of 2024.</p>	<ul style="list-style-type: none"> • On track- second grade students in Reading went from 28% to 38.7% as determined by the spring MAP Growth Assessment and the SC Department of Education cut score in the spring of 2024. • We were 1.3% shy of our projected growth. • Teachers will continue to implement our core reading program with fidelity.

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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	Action Steps
<p><u>Goal #1 (Third Grade Goal):</u> Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC READY from 18.2 % to 17% in the spring of 2025..</p>	<ul style="list-style-type: none"> • Lower Elementary teachers will implement the core reading program and Montessori Key Language lessons with fidelity. • Teachers will incorporate the SC Wonders Reading Curriculum into daily lessons. • Teachers will have ongoing support and training in the Montessori Method and Science of Reading. • Collaboration, planning, and modeling of lessons during team level meetings to ensure lesson quality. • Teachers will monitor reading and writing engagement and use this data to build reading stamina. • Teachers will ensure that instructional content includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. • i-Ready Personalized Reading pathway for all 3rd grade students.
<p><u>Goal #2:</u> 70% of students in grades K - 6 will meet their i-Ready growth goal as measured on the i-Ready Assessment in the spring of 2025.</p>	<ul style="list-style-type: none"> • i-Ready Personalized Learning Next Steps • Incorporate SC Wonders and StudySync Reading Curriculum with our Montessori Lessons • Ensure lessons are given with fidelity • Montessori Reading Pathways • Collaboration and planning in team meetings • Guides will monitor reading and writing engagement

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Goals	Action Steps
<p><u>Goal #3:</u></p> <p>100% of guides and students in grades K – 6 will collaborate to set measurable short-term goals aimed at growing students’ reading and writing behaviors. Guides and students will make a strategic plan outlining how these goals will be accomplished. Documentation of the goals and achievement will be demonstrated through a portfolio of authentic work.</p>	<ul style="list-style-type: none">● Guides in grades K - 6 collaborate in grade level teams and with students to create measurable short-term goals aimed at growing students’ reading and writing behavior.● Monitor students’ reading engagement and stamina.● 100 % of the Guides will document students’ growth in reading and writing through a portfolio of authentic work.● Guides will use the Literacy Student Learning Pathway checksheet to as part of the documentation of goals and growth.