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Read to Succeed **Primary and Elementary** Reading Plan
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Section A: Five Pillars of Reading Instruction

Describe how reading assessment and instruction for all 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.

At Lowcountry Montessori, literacy instruction from PreK through 5th grade is grounded in the Montessori philosophy and instructional practices while aligned with South Carolina's English/Language Arts standards. Our approach addresses the essential components of reading, including oral language, phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension. Montessori literacy materials are integrated with evidence-based practices informed by the science of reading and LETRS professional learning. Assessment data are used to guide instructional decisions, differentiation, and targeted support so that students can progress towards grade-level expectations.

Oral Language:

Oral language development is embedded throughout literacy instruction across grade levels through purposeful classroom discussion, read-alouds, storytelling, student presentations, and collaborative learning experiences. Teachers explicitly model and support the use of increasingly complex language and provide opportunities for students to listen, speak, explain their thinking, ask and answer questions, and engage in discussion about texts and topics. These experiences build background knowledge, vocabulary, syntax, and verbal reasoning skills that support reading comprehension and written expression.

Phonological Awareness:

In Primary and Grade 1, students receive explicit phonological and phonemic awareness instruction using the Heggerty Phonemic Awareness Curriculum. Instruction develops students' ability to hear, identify, blend, segment, and manipulate sounds in spoken words.

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In Grades 2-3, phonemic awareness skills continue to be reinforced and are addressed explicitly when assessment data indicate a need. Teachers use evidence-based practices informed by LETRS professional learning to provide targeted instruction in skills such as blending, segmenting, and phoneme manipulation, with increasing connections to phonics, decoding, and spelling.

Phonics Instruction:

Lowcountry Montessori utilizes Montessori materials and instructional practices as the foundation for literacy instruction. Teachers use knowledge and evidence-based practices gained through LETRS professional learning to strengthen and guide instruction in oral language, phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension. LETRS is not utilized as a curriculum; rather, the training supports teachers in applying current research from the science of reading to instructional planning and delivery.

Instruction is explicit and systematic when introducing foundational reading skills, including phoneme-grapheme correspondences, decoding, and encoding. Montessori materials such as Sandpaper Letters, the Moveable Alphabet, and other sequential literacy materials are used alongside teacher modeling, guided practice, and application in reading and writing.

Student assessment data are used to identify individual skill strengths and needs, determine appropriate instructional starting points, and guide differentiation and intervention. Students receive opportunities to develop fluency, vocabulary, oral language, and comprehension through connected text, discussion, read-alouds, and meaningful reading and writing experiences aligned with grade-level ELA standards.

As students progress, they apply foundational literacy skills through reading and writing activities, including reading and writing sentences, dictation, and connected text. Students are provided opportunities to practice previously taught phonics patterns in both decoding and encoding. This supports students in applying their developing phonics knowledge to increasingly complex reading and writing tasks.

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Fluency

Fluency is developed through explicit instruction and regular opportunities for repeated reading, teacher modeling, guided oral reading, partner reading, and independent practice with appropriately challenging and decodable texts. Instruction emphasizes accuracy, automaticity, appropriate rate, phrasing, and expression, helping students move from effortful word reading toward fluent, meaningful reading.

Teachers provide models of fluent reading through read-alouds and supported reading experiences and give students opportunities to reread familiar text for increased accuracy and confidence. As students develop stronger decoding skills, fluency practice increasingly incorporates connected and grade-level text so that students can apply these skills across a variety of reading experiences.

The mixed-age Montessori environment also provides natural opportunities for students to hear fluent reading modeled by teachers and peers and to participate in collaborative reading experiences. Fluency development is supported across the curriculum as students read aloud, discuss texts, present work, and engage with increasingly complex materials.

Student fluency progress is monitored through classroom observation and appropriate assessment data, including measure of oral reading accuracy and rate. Instruction and intervention are adjusted according to individual student needs, with additional explicit and repeated practice provided for students who require greater support.

Vocabulary Development

Vocabulary instruction at Lowcountry Montessori is both explicit and embedded across the curriculum. Teachers intentionally teach high-utility academic and content-specific vocabulary using evidence-based practices such as student-friendly definitions, examples and non-examples, visual representations, discussion, and repeated exposure. Graphic organizers, including the Frayer Model, may be used to help students develop deeper understanding of word meanings and relationships.

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Students acquire vocabulary through integrated literacy, science, cultural, and other content-area instruction. New words are introduced in meaningful contexts and reinforced through reading, writing, speaking, listening, and discussion, providing multiple opportunities for students to encounter and use new vocabulary.

Instruction also develops students' morphological awareness through exploration of base words, roots, prefixes, and suffixes. As students progress, they learn to use meaningful word parts, context, and word relationships to determine the meanings of unfamiliar words and expand their academic vocabulary.

Montessori nomenclature materials, including three-part cards, further support vocabulary development through hands-on, multisensory learning. These materials connect images, labels, and definitions and provide opportunities for students to classify, compare, discuss, and apply new terminology across curricular areas.

Vocabulary development is intentionally connected to oral language, background knowledge, reading comprehension, and written expression, supporting students as they engage with increasingly complex texts and concepts.

Student vocabulary knowledge is monitored through classroom performance, discussion, written responses, and available assessment data. Teachers use this information to determine when students need additional explicit vocabulary instruction and opportunities for repeated application.

Comprehension

Reading comprehension at Lowcountry Montessori is taught explicitly and systematically, with instruction designed to help students understand, analyze, and respond to increasingly complex literacy and informational texts. Teachers use purposeful read-alouds, shared and guided reading experiences, classroom discussion, and independent reading to model and develop comprehension processes aligned with South Carolina ELA standards.

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Instruction develops students' ability to activate and build background knowledge, identify main ideas and supporting details, make inferences, summarize, determine text structure, analyze characters and events, and use evidence from text to support understanding and responses. Students are encouraged to explain their thinking orally and in writing, strengthening the connection among oral language, vocabulary, reading comprehension, and written expression.

The Montessori environment supports comprehension through interdisciplinary learning and opportunities for students to explore topics across literacy, science, cultural studies, and other curricular areas. Students engage with a variety of literary and informational texts and build knowledge through discussion, research, hands-on experiences, and independent work.

Assessment data and ongoing classroom observations are used to identify individual comprehension strengths and needs and to guide differentiation, small-group instruction, and intervention. Teachers monitor students' ability to understand and respond to text and adjust instruction and text complexity as students progress towards grade-level expectations.

Assessment & Differentiation

At Lowcountry Montessori, student progress in reading is closely and continuously monitored through a variety of assessment tools designed to inform instruction and support individual growth. i-Ready Reading Assessments are administered three times a year to provide benchmark data on reading proficiency and growth across key domains. In primary classrooms, the Montessori Reading Pathways assessment system provides diagnostic information related to phonological awareness, phonics, and high-frequency word recognition. Students progress through the sequence based on demonstrated skill development and mastery.

In addition, when more in-depth information is required to fully understand a student's phonics development, teachers use the LETRS PAST as well as the Phonics and Word Reading Survey to gain further diagnostic insight. The LETRS Spelling Screener and EasyCBM are also used to identify specific skill gaps and guide targeted intervention planning.

This comprehensive assessment system enables teachers to differentiate instruction effectively, form intentional small groups, and design individualized learning paths. By thoughtfully blending structured literacy practices with the Montessori philosophy, Lowcountry

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Montessori ensures that every student receives explicit instruction, multisensory practice, and the personalized support necessary to become confident, capable, and joyful readers.

Section B: Foundational Literacy Skills

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.

At Lowcountry Montessori, word recognition instruction from PreK through fifth grade is aligned with the principles of the Science of Reading and Structured Literacy. Instruction is explicit, systematic, sequential, cumulative, and responsive to student data. Foundational literacy instruction emphasizes phonological and phonemic awareness, sound-symbol correspondence, decoding, encoding, spelling, and the development of accurate and automatic word recognition. Instruction is differentiated according to students’ demonstrated skill development and instructional needs.

Primary and Early Elementary Foundational Skills

In the primary grades, foundational literacy instruction integrates Montessori language materials with explicit, systematic instruction in phonological awareness, phonics, decoding, encoding, and word recognition. Montessori materials such as Sandpaper Letters and the Moveable Alphabet provide multisensory opportunities for students to connect spoken sounds with written symbols and to develop early encoding and decoding skills.

The Montessori Reading Pathways program provides a structured sequence for foundational literacy development and is used primarily in the early grades, with portions of the sequence extending into second and third grades as appropriate to student need. Students progress through increasingly complex sound-spelling patterns and word-reading skills based on demonstrated mastery. Connected and decodable texts, including Flyleaf resources used in conjunction with portions of the Reading Pathways sequence, provide opportunities for students to apply previously taught phonics patterns in authentic reading.

Word Recognition and Encoding

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Across grade levels, students receive explicit instruction in the relationship between speech sounds and print. Teachers model sound-spelling correspondences and provide opportunities for students to segment, blend, read, build, and spell words containing taught patterns. Encoding is intentionally connected to decoding through spelling, dictation, word-building activities, and sentence-level reading and writing.

In Lower Elementary, Waseca Language Works spelling materials are used to provide structured practice in encoding and spelling patterns. Instruction reinforces sound-symbol correspondences, phonograms, orthographic patterns, and spelling conventions through explicit, multisensory practice. Students analyze, build, read, and write words and apply their developing spelling knowledge through dictations and connected writing. This work strengthens the reciprocal relationship between decoding and encoding and supports the development of accurate, automatic word recognition. As students progress, instruction expands to include increasingly complex spelling patterns, multisyllabic words, syllable types, and morphology as developmentally appropriate.

Students apply developing word-recognition skills through connected-text reading. Available Montessori literacy materials and SRA reading materials are supplemented with texts and passages from resources such as i-Ready and ReadWorks. Texts are selected according to instructional purpose and student need to provide opportunities to develop accuracy, automaticity, fluency, vocabulary, background knowledge, and comprehension.

Targeted Foundational Literacy Support

Students who demonstrate gaps in foundational literacy skills receive additional explicit and systemic instruction based on diagnostic assessment data. Intervention is targeted to the specific skills students have not yet mastered rather than determined solely by grade-level placement.

Structured, evidence-based intervention resources, including UFLI Foundations and Phonics for Reading, may be used according to students' assessed needs and developmental appropriateness. Instruction may address phonemic awareness, phonics, decoding, encoding, automatic word recognition, multisyllabic word reading, spelling, and fluency. Students receive repeated opportunities for guided practice and application until skills become increasingly accurate and automatic.

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Assessment Alignment

Word recognition development is monitored through a combination of universal screening, diagnostic assessment, classroom performance, teacher observation, and ongoing progress monitoring. i-Ready Reading assessments provide benchmark information across reading domains and assist teachers in identifying students who may require additional diagnostic assessment, differentiation, or intervention.

In primary classrooms, Montessori Reading Pathways assessments provide additional diagnostic information related to foundational literacy development and help determine students' appropriate placement and progression through the instructional sequence.

When more detailed information about foundational literacy skills is needed, educators use targeted assessments such as the LETRS Phonological Awareness Screening Test (PAST), LETRS Phonics and Word-Reading Survey, and LETRS Spelling Screener. easyCBM measure may also be used for benchmarking and progress monitoring to evaluate students' response to instruction over time.

Assessment results are used to determine instructional starting points, form flexible groups, identify specific skills gaps, plan targeted instruction and intervention, and monitor student progress. Students are reassessed regularly so that instruction can be adjusted as skills are mastered or additional needs emerge.

Ongoing Curriculum Alignment

During the 2026–2027 school year, Lowcountry Montessori will continue strengthening alignment among Montessori literacy practices, Structured Literacy, the Science of Reading, and South Carolina ELA standards. Teachers will receive ongoing professional learning and support as the school gradually expands the use of Wonders resources to supplement existing Montessori instruction and strengthen access to grade-level literacy content. New resources will be integrated intentionally based on instructional purpose, student needs, and alignment with grade-level standards.

Section C: Intervention

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.

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At Lowcountry Montessori, identification and support of students experiencing reading difficulty is a collaborative, data-informed process within the schools' MTSS framework. Universal screening, diagnostic assessment, classroom performance, teacher observation, and progress-monitoring data are considered together to identify students who require additional literacy support and to determine the specific nature of that support.

Identification and Diagnostic Assessment

i-Ready Reading diagnostic data are used as an initial source of information to identify students performing below grade-level expectations and to examine performance across reading domains. Rather than relying on a single score or percentile for intervention placement, the MTSS team considers multiple sources of evidence, including classroom performance, teacher observations, previous intervention data, and additional diagnostic assessments when appropriate.

When screening data indicate possible foundational literacy difficulties, additional assessments may include the LETRS PAST, LETRS Phonics and Word-Reading Survey, and LETRS Spelling Screener. In primary classrooms, Montessori Reading Pathways assessment information may provide additional insight into students' foundational skill development. easyCBM measures may also be used to gather additional information and monitor student performance in word reading, oral reading fluency, vocabulary, and comprehension.

Determining the Intervention Pathway

Assessment data are analyzed to determine whether a student's primary area of need is related to word recognition, language comprehension, or a combination of both.

Students demonstrating difficulty with phonological or phonemic awareness, phonics, decoding, encoding, automatic word recognition, or related foundational skills receive intervention targeting the word-recognition pathway. Instruction is explicit, systematic, cumulative, and matched to the specific skills identified through diagnostic assessment. Structured intervention resources may include UFLI Foundations, Phonics for Reading, Heggerty, REWARDS, and Spellography, as appropriate to students' assessed skill needs, age, and developmental level.

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Students whose word-recognition skills are comparatively secure but who demonstrate difficulty with vocabulary, background knowledge, oral language, or understanding connected text receive targeted support within the language-comprehension pathway. Instruction may emphasize explicit vocabulary development, building background and content knowledge, comprehension monitoring, text structure, inferencing, summarizing, and responding to text through oral and written language. Resources such as ReadWorks, i-Ready instructional materials and passages, Montessori materials, and other appropriate classroom texts may be used to provide targeted practice.

When assessment data indicate needs in both areas, instruction addresses both word recognition and language comprehension, with the intensity and emphasis determined by the student's individual profile.

Intervention and Progress Monitoring

Intervention is provided through flexible, targeted small-group instruction based on students' identified skill needs. Groups are formed according to instructional need rather than grade level alone when developmentally appropriate. Intervention goals and instructional starting points are established using diagnostic assessment data.

Student progress is monitored regularly using appropriate skill-based measures, classroom performance, curriculum- or program-based assessments, and intervention data. easyCBM measures may also be used when appropriate to monitor growth in specific reading skills. Intervention is adjusted according to students' response to instruction. Students who demonstrate mastery may advance to more complex skills or transition to less intensive support, while students making insufficient progress receive adjustments in instructional focus, intensity, group size, or intervention approach.

The MTSS team and instructional staff collaboratively review student data to determine appropriate next steps and ensure that intervention remains responsive to individual needs. Student progress and intervention decisions are communicated to families in accordance with school MTSS procedures.

Section D: Supporting Literacy at Home

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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.

At Lowcountry Montessori School, families are valued as partners in students' development as readers and writers. Our Montessori model provides opportunities for strong, ongoing relationships between guides, students, and families, including within multi-age classrooms where students may remain with the same guide for multiple years. These relationships support meaningful communication about students' literacy development and individual learning needs.

Families receive information about student progress through scheduled parent conferences and other school-home communication throughout the year. During conferences, guides share student progress, discuss areas of strength and need, and provide practical, developmentally appropriate suggestions for supporting reading and writing at home. Recommendations are individualized when appropriate and connected to students' current literacy goals.

For students in the primary and elementary grades, families may receive resources and guidance for reinforcing foundational literacy skills at home. These resources may include activities supporting phonological and phonemic awareness, letter-sound knowledge, decoding, word recognition, spelling, fluency, vocabulary, and comprehension, depending upon the child's developmental level and identified needs. Families are also encouraged to read with their children, engage in conversations about books and experiences, and establish regular opportunities for reading and writing at home.

Families are kept informed of student reading achievement through assessment information, including i-Ready diagnostic results administered during the school's assessment windows. Parent reports provide information about students' overall reading performance and areas of relative strength and need. Families may also access school-supported digital resources through Classlink, including i-Ready personalized instruction and other available literacy tools, providing additional opportunities for practice outside of the classroom.

For students receiving supplemental reading intervention, communication with families includes information about the student's identified area of need, intervention goals, instructional focus, and progress. Progress reports are provided at regular intervals during intervention cycles, allowing families to understand student growth and ways they can reinforce targeted skills at home.

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Family engagement opportunities throughout the year further strengthen the connection between literacy learning at school and at home. Literacy-focused events provide opportunities for students and staff to share Montessori language materials and literacy practices used in the classroom. Families may see materials such as the movable alphabet, grammar symbols, word-study materials, and other Montessori language resources and receive ideas for extending literacy experiences at home.

Cross-curricular family events also demonstrate how literacy is integrated throughout the Montessori curriculum. Experiences in history, geography, science, art, music, and cultural studies provide authentic opportunities for students to develop background knowledge, vocabulary, oral language, research skills, reading comprehension, and written expression.

Through ongoing communication, accessible resources, intervention updates, and family engagement opportunities, Lowcountry Montessori School supports families in understanding their children's literacy development and provides practical ways for families to reinforce reading and writing at home.

Section E: Progress Monitoring

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.

Lowcountry Montessori School monitors reading achievement and growth through a coordinated system of universal screening, diagnostic assessment, classroom-based assessment, progress monitoring, and teacher observation. Data are reviewed at both the classroom and school levels to identify students' strength and areas of need, evaluate response to instruction and intervention, and guide decisions regarding additional literacy support.

Schoolwide Monitoring of Reading Achievement

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i-Ready Reading Diagnostic data are collected during established assessment windows throughout the school year and provide a common source of information regarding student performance and growth across reading domains. Results are considered alongside classroom performance, teacher observations, work samples, and other available assessment data rather than used as a single measure for instructional or intervention decisions.

At the classroom level, Montessori guides monitor literacy development through ongoing observation, student work, conference, curriculum-embedded assessments, and skill-specific measures. Montessori Reading Pathways assessments may provide additional information regarding foundational literacy development in Primary and applicable Lower Elementary classrooms. Other classroom and supplemental measures are selected according to students' developmental levels and instructional needs.

Diagnostic Assessment and Progress Monitoring

When screening or classroom data indicate that a student may be experiencing a reading difficulty, additional diagnostic assessment is used to identify the specific skill or skills requiring support. Measures may include the LETRS PAST, LETRS Phonics and Word-Reading Survey, LETRS Spelling Screener, and appropriate easyCBM measures, along with additional skill-specific assessments when needed.

Progress-monitoring measures are matched to the student's identified area of need. Depending upon the intervention focus, progress may be monitored in phonemic awareness, decoding and word reading, encoding, oral reading fluency, vocabulary, or comprehension. Curriculum- and intervention-based assessments may also be used to determine students' mastery of explicitly taught skills.

Using Data to Guide Intervention

Students performing below grade-level expectations are not placed into intervention based upon a single percentile or assessment score. Available data are considered collectively to determine the nature and severity of the student's reading difficulty and whether the primary need is related to word recognition, language comprehension, or both.

Intervention groups are formed according to identified instructional needs and are flexible rather than determined solely by grade level. Diagnostic information is used to establish appropriate instructional starting points and select targeted intervention resources and

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approaches. Student response is then monitored throughout the intervention period to determine whether instruction should continue as planned or whether changes are needed in instructional focus, intensity, group size, pacing, or intervention approach.

Collaborative Data Review and MISS Decision-Making

Classroom guide, the Reading Interventionists, Reading Coach, and other members of the MTSS team collaboratively review student data to identify students requiring additional support and evaluate their response to intervention. Data review includes universal screening results, diagnostic assessments, classroom performance, progress-monitoring measures, teacher observations, and previous intervention data when available.

Students demonstrating adequate growth may advance to increasingly complex skills, receive reduced intervention support, or transition from supplemental intervention when appropriate. Students demonstrating insufficient progress receive adjustments to instruction and may be considered for increasingly intensive support through the school's MTSS process. Students meeting or exceeding grade-level expectations continue to be monitored through classroom and schoolwide assessment systems to ensure continued growth and appropriate instructional challenge.

Through this ongoing cycle of assessment, analysis, targeted instruction, progress monitoring, and instructional adjustment, Lowcountry Montessori School uses multiple sources of evidence to support responsive literacy instruction and progress toward grade-level reading proficiency.

Section F: Teacher Training

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

Lowcountry Montessori School provides ongoing professional learning grounded in the science of reading, structured literacy principles, and evidence-based foundational literacy practices. Professional learning is designed to strengthen teachers' knowledge of how students learn to read while supporting thoughtful integration of evidence-based literacy instruction within the Montessori environment.

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Professional learning includes continued development of teachers' understanding of foundational concepts such as the Simple View of Reading and Scarborough's Reading Rope, as well as instruction in phonological and phonemic awareness, phonics and decoding, encoding, fluency, vocabulary, oral language, and reading comprehension. Training emphasizes the connections among these components and their application within daily literacy instruction.

LETRS professional learning provides teachers with additional knowledge of the research and evidence underlying effective reading instruction. Learning from LETRS is used to strengthen teachers' understanding of oral language, phonological and phonemic awareness, phonics, decoding, spelling, fluency, vocabulary, and comprehension and to inform classroom instructional practices.

The school's Reading Coach provides differentiated, job-embedded support across Primary, Lower, and Upper Elementary classrooms. Coaching may include classroom observation, modeling or co-planning of instruction, collaborative review of student work and assessment data, assistance with instructional grouping, and support with selecting and implementing appropriate literacy practices and resources. Professional learning is responsive to classroom and student needs rather than limited to stand-alone training sessions.

Teachers also receive support in the administration and interpretations of literacy assessments. Training includes using screening and diagnostic information to identify specific areas of reading need, distinguish between difficulties related to word recognition and language comprehension, establish appropriate instructional starting points, and use progress-monitoring data to evaluate student response to instruction. This work supports greater consistency between classroom instruction, intervention, and the school's MTSS process.

Professional learning also supports implementation of the South Carolina College- and Career-Ready English Language Arts Standards and alignment between state expectations and Montessori curriculum and practices. Teachers receive grade- and development-level support in connecting standards with classroom instruction, assessment, and appropriate Montessori and supplemental literacy resources.

Teachers have access to additional professional learning resources, including articles, videos, webinars, professional tests, and digital resources related to evidence-based reading instruction. These resources allow teachers to extend their learning in areas identified through coaching, collaborative planning, assessment analysis, and schoolwide literacy priorities.

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Through ongoing professional learning, coaching, collaboration, and data analysis, Lowcountry Montessori School works to build a shared understanding of effective reading instruction across grade levels. This layered approach supports teachers in translating current reading research into developmentally appropriate classroom practice while maintaining the strengths of the Montessori learning environment.

Section G: District Analysis of Data

Strengths	Possibilities for Growth
• Multiple sources of data are used to inform instruction and intervention, including i-Ready diagnostic data, classroom performance, teacher observation, skill-specific assessments, and progress-monitoring measures. Using multiple data points provides a more complete picture of each student’s literacy development. • Teachers engage in ongoing professional learning grounded in the science of reading and evidence-based literacy practices. Coaching and collaborative support strengthen teachers’ understanding of foundational skills, language comprehension, assessment, and instructional decision-making. • Montessori literacy materials and practices provide a strong foundation for language development, including oral language, phonological awareness, vocabulary, word study, grammar, reading, and writing across the curriculum. • The Montessori cultural curriculum supports vocabulary, background knowledge, and comprehension through	• Strengthen the consistent use of i-Ready and other assessment data to guide instruction, grouping, intervention placement, and progress monitoring. Emphasize analysis of specific reading domains rather than reliance on a single overall score. • Increase consistency in explicit, systematic foundational literacy instruction across classrooms, particularly in phonemic awareness, phonics, decoding, encoding, fluency, and word recognition when assessment data indicate a need. • Continue developing shared expectations for the use of diagnostic assessments and progress-monitoring tools so that instructional decisions are based on clearly identified student skill needs. • Strengthen language-comprehension instruction through intentional development of vocabulary, oral language, syntax, background knowledge, and comprehension of complex text.

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integrated study of science, history, geography, art, music, and social studies.

- **Reading and writing are embedded across content areas** through the use of nomenclature materials, research tasks, discussion, written response, and content-rich texts.
- **The Reading Coach partners with teachers to support classroom instruction**, including analyzing assessment data, planning instruction, modeling, supporting group decisions, and identifying appropriate literacy resources.
- **The MTSS process supports collaborative problem solving for students who need additional support.** Classroom teachers, intervention staff, the Literacy Coach, and other team members review data, plan targeted interventions, and monitor student response.
- **There is ongoing communication among teachers, intervention staff, MTSS personnel, and families** for students receiving supplemental literacy support.

- **Continue enriching the Montessori cultural curriculum with strategically selected texts and instructional practices that deepen students' knowledge and support comprehension**, especially with informational text.
- **Build greater consistency in nonfiction reading instruction across grade levels**, including text structure, main idea, key details, academic vocabulary, and synthesis of information.
- **Expand job-embedded literacy coaching and collaborative planning** so teachers have regular opportunities to connect professional learning with classroom implementation and student data.
- **Strengthen family literacy engagement** through clear communication, practical home-support strategies, intervention updates, family education opportunities, and access to appropriate literacy resources.
- **Gradually build readiness for future use of additional standards-aligned literacy resources, including Wonders where appropriate**, ensuring that implementation supports rather than replaces the schools' Montessori approach.

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LETRS Questions:

- How many teachers in your school have completed Volume 1 ONLY of LETRS? 6 teachers
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 3 teachers
- How many teachers in your school are beginning Volume 1 of LETRS this year? 1 teacher
- How many teachers in your school are beginning Volume 2 of LETRS this year? 4 teachers
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? 0
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school are beginning EC LETRS this year? 1 teacher

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

Please provide your previous school 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
<u>Previous 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.	This goal was not met. The percentage of third-grade students scoring in the “Does Not Meet Expectations” category on SC Ready ELA increased from 18.2% to 19.5% , rather than decreasing to the target of 17%. Of the 41 third-grade students tested, 48.8% scored Meets or Exceeds Expectations, while 80.5% scored Approaches Expectations or higher. These results indicate a continued need to strengthen targeted literacy instruction and intervention for students performing below grade-level expectations.

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<u>Previous 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.	This goal was not met. Approximately 51% of assessed students in grades K-6 met their Annual Typical Growth target in Reading, below the established goal of 70%. GRade-level results varied, with the percentage meeting Annual Typical Growth ranging from 25% in Grade 11 to 62% in Grade 4. These results indicate a need to continue strengthening differentiated instruction, progress monitoring, and targeted literacy support across grade levels.
<u>Previous Goal #3:</u> 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.	Progress was made toward this goal; however, sufficient schoolwide documentation is not available to verify that 100% of guides and students in grades K-6 consistently participated in the goal-setting and portfolio process as originally specified. Teachers continued to support students in reflecting on their learning and growth through classroom practices and authentic student work, but implementation and documentation were not systematically monitored across all grade levels. Moving forward, this practice will not remain a formal component of the schoolwide

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	reading plan, allowing literacy goals to focus on measurable student achievement and growth data.
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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. Note the change in language for the 3rd grade goal to align with the 2030 vision of 75% of students at or above grade level. Schools that do not serve third grade students may choose a different goal. Goals should be academically measurable. All goals should align with academic growth or achievement. Districts/Schools must provide a minimum of two goals.*
- *While the third grade reading proficiency goal is required for schools serving third grade, districts/schools are strongly encouraged to establish additional goals that address literacy achievement and growth in other grade levels. Early literacy and grade-level proficiency goals across grade levels can help districts/schools build a comprehensive approach to ensuring all students become proficient readers.*
- *The Reading Plan may be helpful in determining action steps to reach an academic goal. Schools are strongly encouraged to incorporate goals from the school renewal plan. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS progress monitoring, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.*

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Goal	Action Steps
<u>Current Goal #1: Third Grade Reading Proficiency</u> By spring 2027, the percentage of third-grade students scoring Meets or Exceeds Expectations on SC READY ELA will increase from 48.8% in spring 2026 to at least 60%, demonstrating progress toward the state’s 2030 goal of 75% at or above grade level.	1. Use Data to Drive Instruction • Analyze fall, winter, and spring i-Ready Diagnostic data and ongoing formative assessment data to identify student needs. • Review progress-monitoring data every 3-6 weeks and adjust small-group instruction accordingly. • Closely monitor student performing below benchmark and provide targeted instructional support. Responsible: Guides, Reading Coach Timeline: Every 3–6 weeks 2. Strengthen Tier 1 Literacy Instruction • Provide explicit, systematic, evidence-based literacy instruction aligned with SC ELA standards and the Science of Reading. • Strengthen instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension, and written response as appropriate to student need.

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	● Utilize Montessori literacy materials and supplemental resources, including Montessori Pathways and SC Wonders, to support standards-aligned instruction. Responsible: Guides, Reading Coach Timeline: Ongoing throughout the school year 3. Provide Targeted Intervention and Progress Monitoring ● Use diagnostic and screening data to identify students requiring additional support. ● Provide targeted Tier 2 and Tier 3 intervention based on identified skill deficits. ● Monitor intervention progress regularly using appropriate measures such as easyCBM, i-Ready, and skill-specific assessments. ● Refer students demonstrating insufficient response to intervention to the MTSS team for further problem-solving and support. Responsible: Guides, Reading Interventionists, Reading Coach, MTSS Team Timeline: Progress reviewed every 3-6 weeks 4. Monitor Progress Toward Third-Grade Proficiency
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	• Review third-grade i-Ready and classroom assessment data throughout the year as leading indicators of progress toward the SC READY goal. • Identify students near proficiency and provide targeted support while continuing intensive intervention for students with significant skill deficits. • Review grade-level trends at least quarterly and adjust instructional priorities based on the data. • Share student progress with families through established school reporting and intervention communication procedures. Responsible: Guide, Reading Coach, Reading Interventionists, Administration/MTSS as appropriate Timeline: Quarterly, with intervention data reviewed every 3-6 weeks.
<u>Current Goal #2:</u> Based on the fall 2026 i-Ready Reading Diagnostic, 46% (13 students) of second-grade students are performing two or more grade levels below their current grade placement. By spring 2027, the percentage of second-grade students performing two or more grade levels below will decrease to 25% or fewer, as measured by the i-Ready Reading Diagnostic.	1. Monitor Student Growth and Respond to Data Use i-Ready Diagnostic/MyPath, easyCBM, LETRS-aligned assessments and classroom formative data to identify skill gaps and monitor progress. Review intervention data every 3-6 weeks and adjust instruction based on student response. 2. Strengthen Core Literacy Instruction

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	Provide explicit instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension within the Montessori instructional framework. Align Montessori Pathways/Waseca and supplemental resources, including SC Wonders as it is introduced, with SC ELA standards. 3. Provide Targeted Intervention Students below benchmark receive targeted small-group instruction based on identified needs. Use appropriate evidence-based intervention resources and progress-monitoring measures. Students demonstrating insufficient progress are referred through the MTSS process for additional Tier 2/Tier 3 support. 4. Support Teacher Collaboration and Instructional Adjustment Use PLCs, planning meetings, coaching, modeling and data reviews to identify instructional priorities, analyze student progress and adjust Tier 1 and intervention instruction.
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