

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
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Directions: Please provide a narrative response for Sections A-I.

LETRS Questions:

- How many teachers in your school have completed Volume 1 ONLY of LETRS?
- How many teachers in your school have completed Volumes 1 and 2 of LETRS?
- How many teachers in your school are beginning Volume 1 of LETRS this year?
- How many teachers in your school are beginning Volume 2 of LETRS this year?
- How many CERDEP PreK teachers in your school have completed EC LETRS?
- How many CERDEP PreK teachers in your school are beginning EC LETRS this year?

At Lowcountry Montessori, two teachers have completed Volume 1 of LETRS and are currently working through Volume 2 this year. One teacher has completed both Volumes 1 and 2. Additionally, four teachers are beginning Volume 1 of LETRS this year. At this time, no CERDEP Pre-K teachers have completed or are currently enrolled in Early Childhood LETRS.

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.

At Lowcountry Montessori, literacy instruction from PreK through 5th grade is grounded in the Montessori philosophy while aligned with South Carolina's English/Language Arts (ELA) standards. Our approach integrates the components of the science of reading—oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension—through evidence-based practices and structured assessments. Instruction is delivered using both Montessori materials and supplemental resources to ensure students meet or exceed grade-level expectations.

Oral Language

Oral language development is embedded across all grade levels through daily conversations, storytelling, read-alouds, and student presentations. Teachers model rich, precise language and facilitate classroom discussions that help students build expressive and receptive vocabulary—skills that are foundational for comprehension.

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Phonological Awareness

All students receive daily, explicit instruction in phonological and phonemic awareness using the **Heggerty Phonemic Awareness Curriculum**. These structured lessons develop students' ability to hear, identify, and manipulate sounds in spoken words—critical for success in reading and spelling.

Phonics Instruction: Montessori Reading Pathways

Phonics instruction at Lowcountry Montessori is delivered through the Montessori Reading Pathways Program, a structured, sequential, and explicit curriculum designed to align with Montessori pedagogy. Each student begins with an initial assessment that evaluates phonological awareness, phonics skills, and high-frequency word knowledge. Based on these results, students are placed within a carefully designed scope and sequence that spans Levels 1 through 9.

At each level, specific sound-spelling correspondences are explicitly taught in small group settings. Teachers utilize a range of Montessori materials—such as Sandpaper Letters, the Moveable Alphabet, and Rainbow Drawers—to provide hands-on, multisensory instruction. Students progress through a scaffolded sequence of learning activities, starting with encoding at the word level using the Moveable Alphabet and/or white boards, followed by decoding practice through reading and matching labels to pictures with the Rainbow Drawers.

As they advance, students engage in sentence-level reading and writing activities, including sentence dictation, using Montessori's tactile materials, further reinforcing their skills. Fluency and comprehension are developed through practice with decodable texts, including resources like Flyleaf and Primary Phonics. This intentional, multi-layered approach ensures that phonics instruction is systematic, explicit, and continually reinforced through meaningful, contextual application.

Fluency

Fluency is cultivated through repeated reading, read-alouds, guided oral reading, and independent practice with decodable texts. The mixed-age Montessori environment supports fluency development, as younger students hear fluent reading modeled by older peers and teachers on a daily basis.

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Vocabulary Development

Vocabulary instruction at Lowcountry Montessori is both explicit and embedded across the curriculum. Teachers use scientifically proven methods, such as the Frayer Model, to explicitly teach vocabulary. This graphic organizer helps students develop a deep understanding of new words by exploring definitions, characteristics, examples, and non-examples—promoting retention and meaningful use of vocabulary.

Students acquire academic and content-specific vocabulary through integrated science, cultural, and literacy instruction. New vocabulary is introduced in context and reinforced through discussion, writing, and application across subjects. Teachers also use active engagement strategies such as categorizing, comparing, and repeated exposure to ensure vocabulary is internalized and applied.

In addition, Montessori nomenclature materials (3-part cards) support vocabulary acquisition through multisensory, hands-on learning. These materials pair images with labels and definitions, helping students connect spoken and written language to visual representations. This approach is especially effective in early literacy, science, and cultural studies.

By combining Montessori methods with evidence-based instructional strategies like the Frayer Model, students at Lowcountry Montessori build a rich and transferable vocabulary that supports reading comprehension, oral language development, and academic success across all domains.

Comprehension

Reading comprehension at Lowcountry Montessori is taught both explicitly and systematically, ensuring that students develop the skills necessary to understand and engage deeply with a variety of texts. Instruction includes purposeful read-alouds that focus on teaching specific comprehension strategies, such as predicting, questioning, summarizing, and inferring. Students also participate in targeted reading strategy groups that hone these essential skills in a small-group setting. Additionally, book clubs and literature circles provide opportunities for collaborative discussion, analysis, and critical thinking, fostering a deeper understanding of texts. To further support comprehension development, the school utilizes the SC Wonders Curriculum, which offers grade-level aligned texts alongside explicit strategy instruction and vocabulary building. Together, these approaches equip students with the tools to navigate and comprehend increasingly complex texts across all content areas.

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. The Montessori Reading Pathways Assessment offers diagnostic data on phonological awareness, phonics skills, and high-frequency word recognition. Students are placed within the program's structured instructional sequence and

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progress through it in six-week instructional cycles. At the end of each cycle, students are reassessed to determine mastery and readiness to advance to the next level, ensuring timely support and acceleration as needed.

In addition, when more in-depth information is required to fully understand a student's phonics development, teachers use the CORE Phonics Screener and LETRS Phonics Screeners 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 Montessori ensures that every student receives explicit instruction, multisensory practice, and the personalized support necessary to become confident, capable, and joyful readers.

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.

At Lowcountry Montessori, word recognition instruction for PreK–5th grade students is intentionally aligned with the Science of Reading and grounded in the principles of Structured Literacy. Instruction is explicit, systematic, and diagnostic, ensuring that all students develop strong foundational literacy skills—including phonological awareness, phonics, and automatic word recognition—which are essential for fluent and accurate reading.

Instruction is delivered through the Montessori Reading Pathways Program, a structured and sequential curriculum that explicitly teaches phonics and decoding. Students are assessed and placed within a scope and sequence (Levels 1–9), each of which targets specific sound-spelling correspondences. Lessons are taught in small groups using multisensory Montessori materials such as Sandpaper Letters, the Moveable Alphabet, and Waseca Rainbow Drawers to engage students in encoding, decoding, and building automatic recognition of high-frequency words.

Spelling instruction is supported by the Waseca Language Works Spelling Program, which follows a structured, three-step method rooted in both the Montessori philosophy and the Science of Reading. This approach provides explicit, systematic, and multisensory instruction, helping students internalize spelling patterns through meaningful practice and application tailored to their developmental stage. To ensure students receive the right level of support, the LETRS Spelling Assessment is administered to identify individual strengths and areas of need. Based on the assessment results, students are placed into the Waseca Spelling Program at the appropriate level, allowing for differentiated instruction that targets specific gaps in phonics and spelling knowledge. The instructional process begins with the "Say, Name, Write" step, in which students say the word aloud, name each letter, and write the word while focusing on the individual sounds. This step reinforces sound-symbol correspondence and builds orthographic memory through auditory, visual, and kinesthetic engagement. In the second step, students analyze the word, breaking it down into phonograms, applying relevant spelling rules, and identifying patterns or exceptions. This encourages metacognitive awareness of the English spelling system and

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helps students develop a deeper understanding of how written language works. Finally, students apply the word in context through writing activities such as sentence creation, dictation, and interactive word study games. These applications ensure students can transfer their learning into authentic reading and writing experiences, reinforcing retention and functional use. By combining diagnostic assessment with explicit, multisensory instruction, the Waseca Spelling Program ensures that each student receives targeted support aligned with their needs—developing both confidence and accuracy in spelling as part of their broader literacy development.

As students progress through the Montessori Reading Pathways program, they engage in a variety of structured literacy activities that reinforce their developing phonics and word recognition skills. Each phonogram is introduced through direct and explicit instruction, with the teacher clearly modeling the correct pronunciation of the sound(s) associated with the written symbol. Teachers provide explicit explanations of phonics patterns and relevant spelling rules, helping students understand how each phonogram functions within the structure of a word. Students then segment words into individual sounds, encode them using the appropriate phonograms, and follow this with decoding practice to reinforce the connection between spoken and written language. This focused, word-level instruction ensures that students develop a strong understanding of sound-symbol relationships and gain the foundational skills needed for accurate reading and spelling. Sentence dictation is used to help students apply their phonics and spelling knowledge in meaningful contexts, strengthening both encoding and syntactic awareness. Students also participate in word- and sentence-level reading and writing tasks, which deepen their understanding of phonics patterns within connected text. To further support fluency and automaticity, students engage in repeated reading and fluency practice using aligned decodable texts, such as those from Flyleaf and Primary Phonics, that reflect the specific phonics skills being taught. These structured literacy practices support students as they move from accurate decoding to fluent, automatic word recognition, in alignment with the Science of Reading. In addition, guides (teachers) in grades K–5 use both the Montessori Pathways Reading Assessments and lessons along with SC Wonders and instructional materials to ensure comprehensive and standards-aligned literacy instruction. The integration of these resources ensures that students receive both the individualized, multisensory instruction of Montessori and the broader grade-level comprehension support of SC Wonders.

Assessment Alignment

Student progress in word recognition is continuously monitored using a range of assessment tools that align with the principles of Structured Literacy and the Science of Reading. These assessments provide critical data to guide instruction, ensure appropriate pacing, and identify both areas of strength and opportunities for growth.

The Montessori Reading Pathways Assessment is a central tool, measuring phonological awareness, phonics skills, and high-frequency word recognition. This data is used to place students within the program’s instructional sequence and monitor their progress throughout the year. At the end of each six-week cycle, students are reassessed to determine mastery and readiness to move forward.

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In addition, SC Wonders assessments are used to monitor reading comprehension and vocabulary development, ensuring alignment with grade-level standards. When deeper insight into phonics knowledge is needed, the CORE Phonics Screener and/or LETERS phonics screeners are administered to guide small-group instruction and intervention planning. The EasyCBM tool supports ongoing progress monitoring in vocabulary, comprehension, and other foundational reading skills.

These assessments are administered as needed, particularly when students require intervention or acceleration. This responsive, data-informed approach ensures that instruction remains flexible and targeted, supporting every student on their path to becoming a fluent, confident reader.

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.

At Lowcountry Montessori, identifying and supporting struggling readers is a thoughtful, data-informed process that blends the individualized approach of Montessori education with the evidence-based practices outlined in the Science of Reading and structured literacy.

The process begins with a comprehensive screening system to assess reading development across multiple domains. Students are assessed using a combination of tools, including the i-Ready Reading Diagnostic, the Montessori Reading Pathways Assessment, i-Ready Fluency Assessments, and ongoing classroom observations. These tools help guides (teachers) gain a holistic view of each student's strengths and potential areas of need in word recognition, fluency, and comprehension.

When data indicates that a student may be at risk, the guide begins by reviewing all assessment results to determine whether the primary challenge lies in decoding, phonological processing, or comprehension. Based on this analysis, the guide implements targeted interventions within the classroom, using multi-sensory Montessori materials that support hands-on learning and skill application. These interventions are documented, monitored for effectiveness, and adjusted as needed based on the student's response.

As part of our MTSS (Multi-Tiered System of Supports) framework, the MTSS team takes an active role in identifying students who need additional support. We begin by analyzing i-Ready diagnostic data, and have determined that students scoring at or below the 20th percentile qualify for intervention services. This initial data is then cross-referenced with additional assessments, including the Montessori Reading Pathways Assessment, LETRS Spelling Screener, i-Ready Fluency results, and detailed classroom observations. Based on this multi-source data review, the team builds a personalized intervention pathway tailored to the student's specific instructional needs. Once an intervention plan is developed, parents are informed and updated on the instructional approach and goals for their child.

If a student responds positively to these interventions and demonstrates measurable progress, the support continues within the classroom setting. However, if the student does not make the desired gains, the guide refers them for additional, more intensive intervention with the school's Reading Interventionist, in alignment with MTSS procedures.

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To further refine our understanding of a student's needs, the team may administer additional diagnostic assessments. These may include the LETRS Phonics Assessment, Heggerty Phonemic Awareness Assessment, LETRS Spelling Inventory, and EasyCBM assessments focused on vocabulary and comprehension. These tools provide deeper insight into the foundational components of reading and allow for even more targeted intervention planning.

All of this information is reviewed collaboratively by the MTSS team to develop a comprehensive understanding of each student's learning profile. This ensures that interventions are not only timely and evidence-based, but also individualized to support the development of confident, skilled, and independent readers.

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.

At Lowcountry Montessori School, we are deeply committed to partnering with families to support students' development as readers and writers. Our approach is rooted in Maria Montessori's pedagogy, where students learn in multi-age classrooms and remain with the same guide (teacher) for a three-year cycle. This model fosters strong, lasting relationships between guides and families, allowing for ongoing, meaningful collaboration throughout a child's academic journey.

To help parents understand how to support literacy at home, we provide multiple, intentional opportunities for engagement and education. Families participate in scheduled parent conferences each year, during which guides share student progress, showcase work samples, and offer practical, developmentally appropriate strategies for supporting reading and writing at home. These conversations are personalized and aligned with each student's current goals.

For families with students in Kindergarten through 3rd grade, we provide a "Parents as Partners" packet that contains a collection of activities specifically designed to reinforce the skills being taught in the Montessori Reading Pathways Program. These resources help families understand how to extend learning at home in ways that are consistent with classroom instruction. Guides also share suggestions on how to read with children, engage in literature-rich conversations, and encourage a love of reading through age-appropriate book discussions and daily reading routines.

To keep families informed about student progress, we send home the i-Ready Parent Report three times a year, detailing their child's growth in reading and identifying areas of focus. This year, we have also introduced Clever, a digital platform that provides single sign-on access to i-Ready personalized learning, ReadWorks, Google Classroom, and other literacy tools. Clever empowers both students and parents to access curated educational content at home, enhancing learning beyond the classroom walls.

For students receiving additional reading support, our Reading Interventionist plays a key role in maintaining clear and consistent communication with families. Every six weeks, the interventionist sends home a progress report that outlines the student's goals, the interventions in place, and the

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progress being made. This regular feedback helps parents stay engaged in their child's growth and provides actionable ways to reinforce learning at home.

In addition to individual support, we host several family engagement events throughout the year. One of the highlights is our annual Literacy Night, where students and teachers showcase the Montessori Language Materials that are foundational to our approach. These include sandpaper letters, metal insets, Waseca rainbow drawers with the moveable alphabet, the word study cabinet, grammar symbols, and sentence analysis tools. For example, students demonstrate how the Montessori grammar symbols represent parts of speech using distinct shapes and colors, helping them develop a concrete understanding of sentence structure. During this event, families also receive ideas for engaging grammar and word study activities to try at home, such as word games, storytelling, labeling objects, and grammar symbol practice.

We also host a Cultural Studies Curriculum Night, which highlights how Montessori integrates subjects such as history, geography, science, art, music, and social studies. These subjects are often introduced through storytelling and followed by work with timelines, nomenclature cards, and research projects. This integrated approach not only builds content knowledge but also expands vocabulary and strengthens research, reading, and writing skills—equipping students with the tools to become thoughtful, curious learners.

Through these varied and meaningful efforts, Lowcountry Montessori ensures that parents are not only informed but truly empowered to support their child's literacy development at home. By maintaining a strong school-home connection, we help cultivate independent, joyful readers and writers who thrive both inside and outside the classroom.

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.

We prioritize closely monitoring reading achievement and growth for all students from PreK through 6th grade to ensure they reach and maintain grade-level proficiency. This process is thoughtfully embedded at both the classroom and school-wide levels through a comprehensive system of assessments, observations, and data-driven instructional decisions.

In the classroom, guides regularly track student progress using a variety of formative tools. These include anecdotal records, running records, SC Wonders Curriculum assessments, i-Ready Fluency assessments, and the Montessori Reading Pathways program. These tools allow guides to monitor fluency, comprehension, and foundational reading skills with precision. Students are also active participants in their learning, working with guides to set individualized, measurable literacy goals that reflect their current strengths and areas for growth.

Importantly, students who are performing above grade level are not overlooked. Their progress is monitored closely to ensure continued growth and appropriate academic challenge. These students may receive enrichment, advanced reading opportunities, or be grouped for deeper comprehension and vocabulary work, ensuring their skills continue to develop meaningfully.

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For students performing below benchmark, targeted daily interventions are provided within the classroom in addition to high-quality Tier 1 instruction. These interventions utilize multisensory Montessori materials and structured literacy techniques to reinforce and strengthen key reading skills. Intervention progress is documented consistently and adjusted based on student response.

Lowcountry Montessori follows a clearly defined Multi-Tiered System of Supports (MTSS) to ensure students receive the appropriate level of intervention. Tier 2 and Tier 3 students are monitored according to the school's MTSS flowchart, which outlines assessment frequency, intervention planning, and progress monitoring expectations. The MTSS team—comprised of the Reading Interventionist, classroom guides, and the school leadership team — collaborates monthly to review student data and plan next steps.

To support targeted instruction and interventions, a range of diagnostic tools are used, including EasyCBM for comprehension and vocabulary monitoring; the LETRS Phonics Assessment to evaluate decoding; the Heggerty Phonemic Awareness Assessment for sound manipulation skills; the LETRS Spelling Inventory for encoding and spelling patterns; and the i-Ready Fluency Assessment to track oral reading fluency and accuracy. These tools are used not only to identify areas of need but also to track ongoing progress and determine whether current instructional strategies are effective.

This layered, student-centered approach ensures that every learner—whether below, at, or above benchmark—receives instruction tailored to their needs. Through consistent monitoring, collaborative planning, and intentional support, Lowcountry Montessori is committed to helping all students become proficient, confident, and engaged readers prepared for lifelong success.

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.

Lowcountry Montessori School guides engage in ongoing professional learning grounded in the Science of Reading to ensure evidence-based literacy instruction is integrated into daily classroom practice. Recognizing the importance of aligning Montessori philosophy with current reading research, the school has developed a collaborative, multi-layered professional development system that supports both instructional alignment and student success.

Teachers participate in regular professional learning groups led by the Reading Coach, where they explore foundational concepts such as the Simple View of Reading and Scarborough's Reading Rope. These sessions serve as a starting point for deeper understanding and application of structured literacy practices within the Montessori environment. The purpose of this professional learning is to bridge Montessori pedagogy with the latest research on how children learn to read, ensuring that instruction is developmentally appropriate, systematic, and effective.

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To support continued growth, teachers are provided access to a curated Padlet containing a wide range of resources including articles, videos, webinars, and podcasts aligned with the Science of Reading. This digital resource library allows teachers to engage with content at their own pace while deepening their knowledge of topics such as phonological awareness, phonics, fluency, vocabulary, and comprehension.

The Reading Coach plays a key role in translating theory into practice. Through team meetings, coaching cycles, and one-on-one support, the coach provides professional development in the administration of reading assessments, the data analysis process, and the use of assessment results to drive instructional decisions. This ensures that teachers are not only equipped to gather meaningful data but also to interpret and apply it in ways that directly benefit student learning.

Additionally, all teachers receive ongoing, grade-specific professional development and coaching support focused on the South Carolina College- and Career-Ready English Language Arts (ELA) Standards. These sessions help teachers align classroom instruction with state expectations while still maintaining fidelity to Montessori practices.

Through this intentional, layered approach to professional learning, Lowcountry Montessori ensures that all teachers are equipped with the knowledge, tools, and support necessary to deliver high-quality, research-based reading instruction that meets the needs of all learners.

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Section G: Analysis of Data

Strengths	Possibilities for Growth
• Multiple assessments are used to triangulate data and inform instruction, providing a comprehensive view of each student’s literacy development. • Teachers participate in ongoing professional development grounded in the Science of Reading, enhancing their ability to deliver evidence-based literacy instruction. • The Montessori Pathways Reading Program is closely aligned with the South Carolina College- and Career-Ready Standards, supporting both academic achievement and Montessori principles. • The Montessori Cultural Curriculum is designed to build vocabulary and background knowledge, both critical components of reading comprehension. • Hands-on nomenclature cards are used across subject areas to embed reading and writing into daily classroom learning. • The Montessori learning environment nurtures student development in accountability, organization, and time management, supporting lifelong learning habits.	• Deepen our strategic use of data from the i-Ready Assessment to guide instruction and track student growth. • Leverage single sign-on with Clever to streamline access and personalize learning through i-Ready Next Steps. • Strengthen phonics instruction by implementing Montessori <i>Reading Pathways</i> structured literacy phonics lessons with fidelity. • Collaborate intentionally to set measurable short-term goals focused on building strong reading behaviors, and develop actionable plans to achieve them. Progress will be documented in a professional portfolio. • Expand parent engagement through parent education nights, newsletters, parent-teacher conferences, intervention reports, and <i>Parents as Partners</i> literacy initiatives. • Integrate the SC Wonders Reading Program into daily lessons to enhance comprehension skills, with an emphasis on informational text.

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• The Reading Coach partners with teachers to analyze assessment data, co-plan lessons, model instruction through micro-lessons, and co-teach to support literacy development. • The MTSS team collaborates regularly with guides and the Reading Coach to review data, plan interventions, and monitor student progress, ensuring timely and targeted support. • There is ongoing collaboration between teachers, the MTSS team, and families for students receiving Tier 2 and Tier 3 interventions. Student progress is systematically communicated to parents throughout the school year to maintain transparency and engagement.	• Enrich our three-year Montessori Cultural Curriculum to intentionally build students' vocabulary and deepen their background knowledge. • Strategically teach students to engage with nonfiction texts.
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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
<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.	Yes, we successfully met our goal of reducing the percentage of 3rd-grade students scoring in the "Does Not Meet" category on the SCReady assessment. Only 10.7% of our students fell into this category—surpassing our target of 17%. Additionally, 82% of students scored in the "Meets" or "Exceeds" categories, demonstrating strong proficiency. The remaining 7.1% of students scored in the "Approaches" category, indicating they are close to meeting 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.	Yes, we met—and exceeded—our goal that 70% of students in grades K–6 would meet their i-Ready growth target in reading by the spring of 2025. According to the i-Ready Spring Reading Diagnostic, 86% of our students achieved their annual typical growth, demonstrating significant progress and strong momentum in foundational literacy development 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.	Yes, we successfully met this goal. 100% of guides and students in grades K–6 collaborated to set measurable, short-term goals focused on strengthening students’ reading and writing behaviors. Together, they developed strategic plans outlining actionable steps to achieve these goals. Progress and achievement were documented through student portfolios, which included authentic work samples that reflect growth, effort, and the development of essential literacy skills. This process not only supported measurable academic progress but also helped to build students’ overall literacy skills and foster a genuine love of reading. While this practice proved highly beneficial, moving forward we will continue to support students in setting short-term, measurable goals, but this process will no longer be a formal component of our overall reading plan.

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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.** Schools must provide a minimum of two goals.
- 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.

Goals	Action Steps
<u>Current Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 82% to 85% in the spring of 2026.	1. Data-Driven Instruction • Analyze i-Ready, Montessori Pathways, SC Wonders, and formative classroom assessments regularly to identify skill gaps. • Review and analyze student progress using i-Ready MyPath data.. • Conduct data meetings after each benchmark period to adjust small-group instruction. • Monitor students on the "Approaches" level closely and provide targeted support. Responsible: Guides, Reading Coach Timeline: Every 3–6 weeks 2. Strengthen Tier 1 Literacy Instruction • Ensure daily, structured, evidence-based literacy instruction using the Montessori Pathways Program aligned with SC ELA standards. • Integrate explicit vocabulary, comprehension strategy, and fluency instruction during core instruction blocks. • Provide ongoing professional development in the Science of Reading and best practices in Tier 1 instruction. • Lower Elementary teachers will: ○ Implement the Montessori Pathways Reading program and Montessori Key Language lessons with fidelity.

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	○ Incorporate the SC Wonders Reading Curriculum into weekly lessons. ○ Receive ongoing support and training in the Montessori Method and Science of Reading from the Reading Coach. ○ Collaborate, plan, and model lessons during team-level meetings to ensure lesson quality. ○ Monitor and track reading and writing engagement to build stamina. ○ Ensure instructional content consistently includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. ○ Utilize the i-Ready Personalized Reading pathway for all 3rd grade students. Responsible: Guides, Reading Coach Timeline: Every 3–6 weeks 3. Implement Targeted Interventions for At-Risk Students ● Deliver daily in-class interventions for students below the benchmark. ● Use EasyCBM, Montessori Pathways, Heggerty, and LETRS assessments to diagnose and monitor progress. ● Refer students not making adequate progress to the MTSS team for Tier 2 or Tier 3 support. Responsible: Guides, MTSS Team, Admin Team Timeline: Every 3–6 weeks 4. Enhance Teacher Collaboration and Support ● Facilitate PLCs and coaching cycles with the Reading Coach to support lesson planning, data analysis, and instructional strategies. ● Engage teachers in peer observations or micro-modeling sessions focused on effective reading instruction. Responsible: Guides, Reading Coach Timeline: Bi-Weekly 5. Engage Families in Literacy Support ● Continue Literacy Night, parent conferences, and home activity packets to equip parents with tools to support reading at home. ● Send home i-Ready reports at the beginning, middle, and end of the year.
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	● Intervention progress reports will be shared with parents every 6 weeks for at-risk students. Responsible: Guides, Reading Coach, Reading Interventionist Timeline: Every 3–6 weeks 6. Focus on High-Yield Students ● Identify students in the "Approaches" category and provide small-group instruction and individualized goals to move them to "Meets." ● Track progress with frequent formative assessments and conferring notes. ● Reflect on data and adjust strategies each quarter to stay aligned with the 85% goal. Responsible: Guides, Reading Coach Timeline: Every 3–6 weeks
<u>Current Goal #2:</u> By Spring 2025, 90% of students in Grades K–6 will meet their individualized i-Ready Reading growth goals, as measured by the i-Ready Assessment, building on last year’s (2024) achievement of 86%.	1. Observe and Track Student Progress ● Use i-Ready MyPath reports to monitor individualized growth. ● Monitor during 3-hour work cycles: Observe reading comprehension, self-directed learning, and engagement. ● Data team meetings: After each benchmark, discuss progress, identify skill gaps, and plan interventions. Responsible: Guides, Reading Coach Timeline: Every 3–6 weeks 2. Strengthen Montessori Core Literacy Instruction ● Integrate reading into 3-hour work cycles: Students engage in self-directed, hands-on literacy work using Montessori lessons. ● Comprehension strategies: Teach summarizing, questioning, predicting, making connections, and identifying main ideas during independent and small-group work.

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	• Nonfiction text features: Students learn to identify and use headings, captions, diagrams, charts, glossaries, and indexes. • Montessori materials: Sandpaper Letters, Moveable Alphabet, Grammar Symbols, Sentence Analysis, and reading bins reinforce comprehension and nonfiction understanding. • SC Wonders + Cultural Studies integration: Provide meaningful nonfiction texts aligned to history, geography, and cultural topics. • Lesson fidelity: Ensure Montessori Reading Pathways Lessons, Montessori Language Lessons, Cultural Studies Lessons, and SC Wonders integration are delivered consistently. • Team planning & PLCs: Guides collaboratively plan lessons, model comprehension strategies, and unpack the ELA standards to align instruction with grade-level expectations. • Monitor engagement: Observe self-directed reading and writing, noting independence and stamina. • Cultural Studies alignment: Update the 3-Year Cultural Studies cycle for Lower and Upper Elementary. Responsible: Guides, Reading Coach, Admin Team Timeline: Observation for Student Engagement in Daily work cycles; weekly planning; PLCs Bi-Weekly; cycle updates annually 3. Targeted Montessori Interventions • Small-group lessons during work cycles: Focus on comprehension strategies and nonfiction text features for students below benchmark. • Data-informed instruction: Use Montessori Reading Pathways, i-Ready, EasyCBM, and Heggerty data to personalize lessons. • Tiered support: Students not progressing receive MTSS Tier 2 or 3 interventions within Montessori-aligned lessons and materials. • Track growth: Maintain logs noting skill development with nonfiction texts, comprehension strategies, and sentence analysis. Responsible: Guides, Reading Coach, Intervention Specialists, MTSS Team Timeline: Daily interventions; review every 2–4 weeks
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	4. Focus on “Approaches” Students ● Individualized Montessori pathways: Provide lessons targeting comprehension skills, and nonfiction text feature use. ● Set achievable goals: Tailor instruction to each student’s needs using Montessori lessons and self-directed practice. ● Monitor and confer: Observe students during work cycles and take notes on engagement, understanding of fiction and nonfiction, use of appropriate strategies for comprehension. ● Quarterly adjustments: Refine instruction based on progress toward benchmarks. Responsible: Guides, Reading Coach Timeline: Weekly small-group sessions; quarterly 5. Guide Collaboration & Support ● PLCs & coaching cycles: Share effective strategies for teaching comprehension, sentence analysis, and nonfiction text features during Montessori work cycles. ● Peer modeling: Demonstrate Montessori lessons emphasizing comprehension and nonfiction strategy integration. ● Team planning: Align Montessori Pathways, SC Wonders, Cultural Studies, and small-group interventions. ● ELA standards: During planning meetings and PLCs, guides unpack the ELA standards to ensure lessons and materials target grade-level expectations. Responsible: Reading Coach, Admin Team, Guides Timeline: Bi-Weekly PLCs; weekly planning; ongoing coaching 6. Family Engagement
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	• Montessori Literacy Nights: Show families how to use Montessori lessons, including sentence analysis, Rainbow Drawers for phonics, Word Study Cabinet, Grammar Symbols, Written expression, etc. • Show parents comprehension strategies for fiction and nonfiction for reading at home. • Progress updates: I-Ready Reports sent 3 times a year, Personalized Learning Next Steps every 6–8 weeks. • Equip parents with sentence stems and prompts to guide meaningful comprehension discussions with their child at home. Responsible: Guides, Reading Coach, Administration Team Timeline: Quarterly events; monthly progress updates 7. Reflect & Adjust • Review all data: i-Ready MyPath, Personalized Learning Next Steps, and formative assessments. • Adjust lessons: Modify Montessori Lessons, Montessori Reading Pathways Lessons, and SC Wonders lessons based on student progress in Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. • Maintain alignment: Ensure all instruction integrates Montessori Reading Pathways Lessons, Montessori Language Lessons, Cultural Studies Lessons, SC Wonders, nonfiction texts, comprehension strategies, and sentence analysis. Responsible: Guides, Reading Coach, MTSS Team Timeline: Every 6–8 weeks

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