

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
Montessori Community School
2026-2027

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? 1
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 7
- How many teachers in your school are beginning Volume 1 of LETRS this year? 0
- How many teachers in your school are beginning Volume 2 of LETRS this year? 1
- 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? 0

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.

Reading assessment and instruction for all PreK–5th grade students integrates oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to develop strong readers and support mastery of grade-level English/Language Arts standards. The school uses Heggerty for explicit phonemic awareness, UFLI for systematic phonics and decoding, CKLA for foundational skills, vocabulary, knowledge-building, reading, and comprehension, and Junior Great Books for close reading, discussion, and text-based comprehension. Montessori ELA materials further support language development, phonics, reading, writing, and independent practice. Together, these resources provide a comprehensive, systematic, and engaging approach that strengthens foundational literacy skills and students' ability to comprehend, discuss, and respond to increasingly complex texts. The data acquired from reading assessments provide comprehensive data to help inform instructional decisions. Students are administered iReady three times a year to test phonetic and phonemic awareness skills (K-3), vocabulary, high frequency words and comprehension.

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.

Word Recognition assessment and instruction for PreK–5th grade students are aligned with the Science of Reading, structured literacy, and foundational literacy skills through explicit, systematic, and data-informed practices. Heggerty and UFLI are used to provide systematic instruction in phonological awareness and phonics, while CKLA and Junior Great Books support the development of comprehension, vocabulary, and higher-order

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thinking skills. Students are assessed in areas such as phonemic awareness, letter-sound correspondence, decoding, high-frequency word recognition, and fluency to identify strengths and instructional needs. Assessment data are used to provide targeted instruction, intervention, and ongoing progress monitoring, ensuring students develop the foundational skills necessary for accurate, automatic, and fluent word recognition and overall reading proficiency.

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. The school uses universal screener and diagnostic assessment data to identify targeted pathways of intervention for students in PreK-5th grade who have not demonstrated grade-level reading proficiency. Data from FastBridge and i-Ready are reviewed to identify specific areas of need, including word recognition and language comprehension. Educators use these data, along with ongoing progress-monitoring results, to determine appropriate instructional interventions, group students according to identified needs, and adjust intervention pathways as students demonstrate growth.

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. Our school provides families with multiple opportunities and resources to support students as readers and writers at home. Parent-teacher conferences, emails, and phone calls allow teachers to share students' progress and provide specific strategies for continued practice. We also offer parent education events to help families learn effective ways to encourage literacy development. Students are provided with books and reading materials to take home for regular reading and practice. In addition, parent volunteers support our Reading Buddies program, giving students additional opportunities to read with and receive encouragement from caring adults.

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.

Our school monitors reading achievement and growth at both the classroom and school levels through multiple sources of data, including the KRA, i-Ready assessments, classroom-based assessments, progress monitoring, and teacher observations. Student data are regularly reviewed through our MTSS process to identify individual strengths and areas of need, determine appropriate levels of support, and monitor progress over time. When students require additional literacy support, SpireUP is used to provide targeted, structured intervention based on individual student needs. Classroom instruction is supported by Heggerty and UFLI for phonological awareness and phonics, while CKLA and Junior Great Books support reading comprehension and literacy development. Teachers and instructional staff use data from these various sources to adjust core instruction, provide targeted interventions, and monitor student response to instruction. This ongoing, data-driven process allows the school to make informed decisions

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regarding PreK–5th grade intervention and ensure that students receive the instruction and support needed to make continued growth toward grade-level reading proficiency.

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.

Our school provides ongoing teacher training grounded in the science of reading, structured literacy, and foundational literacy skills to ensure all students in PreK–5th grade receive strong, evidence-based literacy instruction. All teachers are LETRS trained and receive Montessori ELA training, equipping them with a deep understanding of how children develop reading and language skills. Teachers also participate in weekly Professional Learning Communities (PLCs) focused on ELA, where they collaborate, analyze student data, and refine instructional practices. In addition, teachers receive training in our literacy curriculum and resources that align with the science of reading, supporting consistent, high-quality instruction across all grade levels.

Section G: Analysis of Data

Strengths	Possibilities for Growth
● 82% of the students at Montessori Community School in grades Kindergarten-5th grade are mid or above grade level/ early on grade level in phonics on i-Ready for Fall 2026. ● 84% of the students at Montessori Community School in grades K-5th are mid or above grade level/ early on grade level in high frequency words on i-Ready for Fall 2026. ● 96% of Kindergarten students scored low risk on the Early Reading screening report in FastBridge for Fall 2026.	● 56% of the students at Montessori Community School in grades Kindergarten -5th are mid or above grade level/ early on grade level in vocabulary. ● 85% of 1st Grade students scored low risk on the Early Reading screening report in FastBridge for Fall 2026. ● Students scoring proficient on SC Ready spring reading assessment 2026 dropped from 94.1% meets and exceeds in 2025, to 86.4 % meets and exceeds in 2026.

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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> Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 93.3% to 95 % in the spring of 2026.	80 % of the third grade students at Montessori Community school earned a score of Meets and Exceeds in the spring of 2026. The goal of increasing the percentage of third-grade students scoring Meets and Exceeds on SC READY from 93.3% in spring 2025 to 95% in spring 2026 was not met. One contributing factor was the change in the student population. In 2025, there were no students with disabilities in the third-grade cohort, while the 2026 cohort included three students receiving special education services. The addition of these students increased the diversity of academic needs within the grade level and required additional instructional supports and interventions. Although targeted supports were provided, the overall percentage of students achieving Meets and Exceeds was impacted by the performance of this larger and more diverse student population. Moving forward, the school will continue to provide differentiated instruction, monitor student progress closely, and strengthen targeted interventions to ensure that all students, including students with disabilities, have opportunities to demonstrate proficiency on SC READY.
<u>Previous Goal #2:</u> Increase the percentage of PIP scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 95% to 96% in the spring of 2026.	This goal was met. 100% of our PIP students scored Meets or Exceeds in Spring of 2026.

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<u>Previous Goal #3:</u>	
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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 2026 as determined by SC READY from 80 % to 81 % in the spring of 2027.	• Identify and Support Students in Need: Identify students requiring additional ELA support and provide targeted, high-quality Tier 1, Tier 2, and Tier 3 instruction and interventions aligned to their individual needs. • Strengthen ELA Instruction: Ensure all educators consistently deliver high-quality ELA instruction and intentionally build sufficient time into daily schedules for core instruction, classroom-level intervention, and enrichment.

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	● Increase Mastery of ELA.C.4.1: Implement targeted instruction, practice, and progress monitoring to increase student mastery of ELA standard ELA.C.4.1. ● Coordinate Instructional Walkthroughs and Feedback: Coordinate instructional leaders' classroom walkthroughs to monitor instructional pacing and ensure teacher feedback is timely, meaningful, actionable, and reasonable.
<u>Current Goal #2:</u> The percentage of all students at Montessori Community School, 3rd-5th grades, scoring meets or exceeds on SC READY ELA will increase from 87.5% to 92.1%	● Identify and Support Students in Need: Identify students requiring additional ELA support and provide targeted, high-quality Tier 1, Tier 2, and Tier 3 instruction and interventions aligned to their individual needs. ● Strengthen ELA Instruction: Ensure all educators consistently deliver high-quality ELA instruction and intentionally build sufficient time into daily schedules for core instruction, classroom-level intervention, and enrichment. ● Increase Mastery of ELA.C.4.1: Implement targeted instruction, practice, and progress monitoring to increase student mastery of ELA standard ELA.C.4.1. ● Coordinate Instructional Walkthroughs and Feedback: Coordinate instructional leaders' classroom walkthroughs to monitor instructional pacing and ensure teacher feedback is timely, meaningful, actionable, and reasonable.
<u>Current Goal #3:</u> <u>The percentage of all student at Montessori Community School, k-2nd grade, scoring at early on grade level/ mid or above grade level in spring of 2027 on i-Ready Inform will increase from 86.1% to 88.5%.</u>	● Identify and Support Students in Need: Identify students requiring additional ELA support and provide targeted, high-quality Tier 1, Tier 2, and Tier 3 instruction and interventions aligned to their individual needs. ● Strengthen ELA Instruction: Ensure all educators consistently deliver high-quality ELA instruction and intentionally build

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	sufficient time into daily schedules for core instruction, classroom-level intervention, and enrichment. • The teacher will provide explicit, systematic phonics instruction using UFLI and daily phonemic awareness instruction using Heggerty, modeling how to blend, segment, decode, and encode words while providing guided and independent practice to build students' foundational reading and spelling skills.
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