South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
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? 9
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 8
- How many teachers in your school are beginning Volume 1 of LETRS this year? 2
- 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?
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school are beginning EC LETRS this year?

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 Coastal Montessori Charter School, teachers have Montessori Philosophy and Curriculum among their many Montessori Albums that is American Montessori Society sanctioned and CMTI (Coastal Montessori Training Institute and Montessori Accreditation Council for Teacher Education) accredited. Another of those Albums is the Crosswalk between Montessori and the South Carolina College and Career Ready Standards that they include in their planning process for teaching. This Crosswalk has been updated as of August 2025 and reflects the most current State Standards available. Teachers understand as a result of their many years of Montessori Training that these Standards are mostly already embedded in their Montessori Teaching Albums. All trained teachers learned how this is part of Dr. Maria Montessori's Montessori Methodology in teaching and do not take it for granted, rather, they by training's sake organically incorporate these standards into their everyday teaching and facilitating for learning. Reading assessment and instruction for all 1st-5th grade students in the school is given through teacher observation and oral administration as part of the Three Period Lesson (This is_____. Show me_____. What is _____?) for individual students as part of the Montessori Method. The third period of the Three Period Lesson serves as an oral assessment, during which the educator asks the child to independently name the object or concept previously introduced and recognized. This "recall" period assesses the child's comprehension and mastery by observing if they can successfully articulate the name of the object/subject in question when presented with the item, ensuring they have truly assimilated the new information. The Five Pillars of Reading otherwise known as foundations in reading are inclusive of phonemic awareness, phonics, fluency, vocabulary and comprehension and can be expressed through the Montessori Method, which makes use of these foundations through the following: • Oral Language: o Three Period Lessons with objects, images, or word cards to build naming and description skills. o Storytelling & Discussions based on the Imaginary Island or Farm activities, where students create stories, develop characters, and share ideas aloud. Here, imaginative play is especially of importance because it helps students process their own understanding of the world, supports creativity and the development of social and emotional intelligence. o Dramatic play using Montessori props (e.g., farm animals, miniature landscapes) to encourage dialogue, sequencing, and oral narrative skills. Again, imaginative play works here as a springboard for oral language development.

- Phonological Awareness:
  - Montessori Sandpaper Letters for tactile letter-sound recognition.
  - Sound games like rhyming baskets, initial/final sound matching, or clapping syllables.
  - Phonemic sorting activities using small objects or picture cards to isolate beginning, middle, and ending sounds.
- Phonics:
  - Moveable Alphabet activities for building words and experimenting with spelling.
  - Phonogram boxes to practice blending sounds into words.
  - Object-to-word matching trays that reinforce phonics patterns through hands-on manipulation.
- Fluency:

    - Guided reading with leveled Montessori readers to practice smooth and fluent expressive reading.
    - Reading aloud in small groups or one-on-one sessions to model pacing, expression, fluency and accuracy.
    - Performance tasks like reading scripts or presenting a story from Imaginary Island or Farm scenarios to peers.
- Vocabulary:
    - Oral labeling of objects, pictures, and materials (farm animals, plants, island features) during lessons.
    - Word and picture cards associated with Imaginary Island and Farm stories for matching, categorizing, and discussion.
    - Discussion-based activities during which students explain story elements, settings, and character traits using newly learned vocabulary.

In Grades 3–5, all programs engage students in novel studies using a Socratic process of questioning, which not only deepens comprehension but also cultivates critical thinking by requiring students to analyze text, consider multiple perspectives, support their ideas with evidence, and articulate reasoning in dialogue with peers. Another vital piece of the assessment process is in the form of a CBM or curriculum-based measure, both made by the teacher and found online, as in easycbm.com, which is norms-based. Specific CBM measures and progress monitoring measures may be required for Individualized Education Program purposes in accordance with school-based leadership team policies determination. However, Coastal Montessori Charter remains true to the Montessori Method by utilizing Montessori education, and more often than not utilizes direct observation, anecdotal records, portfolios of student work, performance tasks, and one-on-one discussions to gauge a child's progress in real-time. Although i-Ready screener diagnostic for BOY, MOY and EOY for all students and intermittent Growth Monitoring are administered throughout the school year for students falling below grade level to closely monitor their progress, these are supplementary and used to provide additional data, rather than as the core of the assessment process.

Evaluation Against Other Programs: Compared to other Montessori environments, Coastal Montessori's intentional adoption of i-Ready Literacy Tasks adds a research-based, standardized assessment component that enhances alignment with the Science of Reading while still preserving the Montessori principle of observation-led assessment. Relative to purely SoR-based programs, the Montessori approach offers unique strengths: multisensory materials (e.g., sandpaper letters, movable alphabet), integration of reading and writing within a rich prepared environment, and individualized pacing. These features provide not only compliance with SoR/SL principles but also a holistic developmental context that fosters independence, intrinsic motivation, and cross-curricular literacy integration.

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.

Utilizing Word Recognition Assessment in grades 1-5 using the Montessori Method involves continuous observation of student interaction with phonetic reading materials and the use of the Three Period or Three Part Lesson. This focus on phonics involves the observing of a student's ability to recognize and then name objects using the printed word, matching words to objects, and blending sounds into words, which, as an authentic assessment, illustrates a deeper individualized understanding and meaning than using traditional assessments. These are the key principles of Montessori word recognition assessment. Along these same lines, the Montessori Method utilizes assessment activities in the form of reading phonetic words, the Three Period or Part Lesson application, use of phonetic and phonogram materials, and the writing and reading connection. For

Grades 1 and 2 at Coastal Montessori, Word Recognition assessment has previously been assessed using DIBELS but has, as of the 2025-26 school year been replaced by i-Ready's Literacy Tasks components, of which Word Recognition Fluency is the core task in word recognition assessment. For instructional purposes, the word recognition assessment and instruction within the Montessori Method align well with the Science of Reading and Structured Literacy, as they incorporate the crucial foundational skills of phonemic awareness, phonics, and sight word recognition using multisensory, hands-on, and systematic approaches. Montessori's emphasis on explicit sound-letter relationships, observation-based assessment, and a gradual progression from sound to word to sentence directly supports the evidence-based principles of the Science of Reading and Structured Literacy. For Grades 3-5, word recognition assessment involves continuous observation of independent work and one-on-one conferencing by the guide (teacher) to identify specific patterns and challenges, rather than only standardized tests. Instruction builds off Sandpaper Letters and the Movable Alphabet, which emphasizes phonics and decoding strategies like identifying root words and building sight vocabulary, integrating reading and writing through activities such as the use of Word Study and providing access to meticulously-sequenced language materials in the prepared environment. How Montessori specifically aligns with the Science of Reading, Structured Literacy and Foundational Literacy Skills:

Alignment with the Science of Reading (SoR)

The Montessori method aligns directly with the **Science of Reading (SoR)**—the interdisciplinary body of research on how the human brain learns to read—because it employs a **Structured Literacy** framework. Long before modern cognitive science mapped the neural pathways involved in reading, Maria Montessori developed a sequence that matches the SoR's core models: **Gough and Tunmer's Simple View of Reading** and **Scarborough's Reading Rope**.

How Montessori aligns with the core components and cognitive principles validated by the Science of Reading:

1. Explicit Phonemic & Phonological Awareness

- **Science of Reading Principle:** Reading requires isolating, segmenting, and manipulating the individual speech sounds (phonemes) in oral language before mapping them to text.
- **Montessori Alignment:** Montessori introduces sound awareness **orally and aurally**. Through oral sound games (e.g., "I Spy" targeting initial, middle, and ending sounds), children practice phoneme isolation, blending, and segmentation entirely by ear before ever holding a pencil or reading print.

2. Systematic, Tactile Phonics (Grapheme-Phoneme Mapping)

- **Science of Reading Principle:** The brain learns to read by building direct neural connections between visual symbols (graphemes) and speech sounds (phonemes) through explicit instruction, not visual memorization or guessing.

- **Montessori Alignment:**
  - **Pure Sounds over Letter Names:** Children are explicitly taught letter *sounds* (e.g., /m/ instead of the letter name "em").
  - **Multisensory Mapping:** Sandpaper Letters integrate visual, auditory, and motor pathways simultaneously. As the child traces the textured letter with their fingers, they hear and speak the phoneme, binding the symbol to the sound in long-term memory.

3. Speech-to-Print Approach & Encoding First

- **Science of Reading Principle:** Spelling (encoding) and reading (decoding) are reciprocal processes. Encoding reinforces orthographic mapping—the cognitive process of permanently storing words for instant retrieval.
- **Montessori Alignment:** Montessori approaches reading through a **speech-to-print framework**.
  - Children write before they read. Using the **Moveable Alphabet**, children segment the sounds in a spoken word and arrange physical letters to construct it.
  - Because they are *building* words out of their own spoken language, decoding (reading) happens naturally as an outgrowth of encoding.

4. Sequential, Controlled Scope & Sequence

- **Science of Reading Principle:** Effective reading instruction must follow an explicit, cumulative sequence that moves from simple phonetic structures to complex orthographic patterns.
- **Montessori Alignment:** Language materials follow a strict progression:
  - **Pink Scheme:** Short-vowel, 3-letter CVC words (e.g., *cat*, *pig*).
  - **Blue Scheme:** Consonant blends and clusters (e.g., *frog*, *nest*).
  - **Green Scheme:** Multi-letter graphemes/phonograms and digraphs (e.g., *sh*, *ch*, *oa*, *ee*).

5. Explicit Orthographic Mapping for "Puzzle" Words

- **Science of Reading Principle:** Unpredictable, non-phonetic high-frequency words should not be memorized as whole visual shapes (which modern neuroscience shows is inefficient). Instead, students should analyze the regular phoneme-grapheme correspondences and explicitly isolate the unexpected parts.
- **Montessori Alignment:** Non-phonetic high-frequency words are presented as **Puzzle Words**. The teacher explicitly points out which parts of the word follow regular sound rules and highlights the "puzzle" part that requires extra attention, directly supporting orthographic mapping rather than visual guessing.

6. Rich Knowledge Building & Language Comprehension

- **Science of Reading Principle:** Word recognition (decoding) is only half of the reading equation; language comprehension (vocabulary, background knowledge, and sentence structure) is equally critical for total reading ability.
- **Montessori Alignment:**
    - **Domain-Specific Vocabulary:** Classrooms expose children to sophisticated language across geography, botany, zoology, and history through **Nomenclature Cards (3-Part Cards)**.
    - **Oral Language Culture:** Daily read-alouds, story-telling, and precise anatomical/scientific terminology build the rich background knowledge and oral vocabulary required to comprehend complex texts later on.

Science of Reading Component	Montessori Material / Practice
Phonological Awareness	Oral "I Spy" & Sound Games
Phonics & Grapheme Mapping	Sandpaper Letters (lowercase sounds first)
Encoding / Orthographic Mapping	Moveable Alphabet
Structured Phonics Sequence	Pink, Blue, and Green Language Schemes
Irregular High-Frequency Words	Puzzle Word Lessons (isolating tricky sounds)
Background Knowledge & Vocabulary	3-Part Classified Cards, Botany/Geography materials

Alignment with Structured Literacy (SL)

- **Cumulative Progression**: SL Principles are reflected in the Montessori curriculum, where new knowledge (like letter sounds) builds on previous understanding to learn more complex skills (like blending sounds into words).

- **Systematic Instruction**: The Montessori sequence of materials and lessons—from Sandpaper Letters to the Moveable Alphabet to Word Study—provides a deliberate, step-by-step path to developing word recognition.

- **Explicit Instruction**: Montessori teachers (Guides) explicitly teach letter sounds and their corresponding symbols, and later, rules for syllable types and word patterns, which is central to Structured Literacy.

Alignment with Foundational Literacy Skills

The Montessori approach aligns closely with modern research on foundational literacy—often referred to as the Science of Reading—by utilizing a structured, explicit, and multi-sensory method for teaching language.

- **Phonemic Awareness (Oral & Auditory Focus):** Before introducing written letters, Montessori isolates individual sounds in spoken words. Through oral language activities like the "I Spy" game ("I spy something on the table that starts with /b/"), children learn to analyze, blend, and segment phonemes purely by ear.

- **Systematic Phonics & Grapheme-Phoneme Mapping:** Montessori explicitly teaches sound-symbol relationships rather than letter names. Children learn lowercase sounds first using tactile Sandpaper Letters, connecting visual symbols, auditory sounds, and muscle memory through tracing.

- **Encoding Before Decoding (Writing to Read):** Unlike traditional frameworks that prioritize reading (decoding) first, Montessori emphasizes spelling/building words (encoding). Using a Moveable Alphabet, children compose words phonetically using their hands before they possess the physical fine motor control to hold a pencil or the full fluency to decode written text.

- **Structured Scope and Sequence:** Instruction progresses strictly from simple to complex. Children move sequentially through distinct color-coded stages: short vowel CVC words (Pink Scheme), blend/consonant cluster words (Blue Scheme), and complex phonograms/digraphs like sh, ch, or oa (Green Scheme).

- **Multi-Sensory Engagement:** Literacy instruction engages visual, auditory, tactile, and kinesthetic channels simultaneously. Moving letter tiles, tracing rough sandpaper surfaces, and manipulating small phonetic objects cement abstract linguistic concepts through concrete experiences.

- **Vocabulary Acquisition & Oral Language:** Classrooms emphasize rich, precise terminology through Classified/Nomenclature Cards (3-part cards) across all subjects (e.g., botany, geography), building robust background knowledge and expressive vocabulary essential for reading comprehension.

- **High-Frequency & Non-Phonetic Words:** Irregular sight words (referred to in Montessori as "puzzle words") are introduced explicitly once a child has established a basic phonetic foundation, allowing them to bridge phonetic reading to fluent sentence reading.

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.

Coastal Montessori currently serves, specifically, students in Grades 1-8, and for Elementary Reading utilizes universal screener data and diagnostic assessment data (i-Ready Inform and Growth Monitoring) to serve as catalysts for driving intervention services, whether that be through Tier 1 or Tier 2 intervention groups within the classroom, Tier 3 Intervention support through the school's academic interventionist, or to include as a part of the school intervention team's MTSS services to ultimately be efficient and on-point in determining Individualized Education Plans or 504 plans for students in need. The overarching goal is to work succinctly for student achievement and masterful independence in school. For the students in need of these intervention services to support comprehension and word recognition, the Montessori Method includes fostering a rich oral language environment, explicit phonemic awareness (like sound games), and multisensory activities with sandpaper letters and the moveable alphabet as outlined above. This methodology is integrated with phonetic reading materials, grammar lessons, and opportunities for independent word and sentence construction, all supported by assessments that identify student needs and tailor instruction to promote reading and writing fluency. I-Ready assessment data guides instructional decisions and helps identify targeted strategies for each student. Targeted strategies are then used in (SCCCR standards-based crosswalk with Montessori Aims) goal-oriented instruction to determine whether intervention is needed for word recognition or language comprehension and is provided as needed through individualized instruction. Individualized guidance is provided daily as part of the Montessori Method and is an integral part of IEP and 504 plans as well.

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.

The system in place at Coastal Montessori to assist parents of our students in better understanding ways they can support their children as readers and writers at home includes our weekly Monday online addition to our school newsletter during which the Director details specifics for the week and any special activities. The school newsletter highlights academic activities occurring that include **reading and writing activities as extension activities** at Coastal Montessori (CMCS), such as just-completed Silent Journey of the Sea (which families attended); sometimes weekly and always monthly field trips highlighting learning in history, science and geography; MMUN (Montessori Model United Nations) in-school units of study; our After School Clubs (i.e., Advanced Art Club, Creation Club, After School Tutoring, and STEM Club) that can be utilized along with Practical Life skills and writing and reading to bridge learning from school to home. Also heavily utilized are the school's communication/e-mail system, **bloomz,** in regards to communications among parents and staff. They openly communicate about the students' academic day, sometimes each day, with regards to progress in reading and writing in the classroom and bridging whatever activities have been practiced in class with what and how that can be continued during home activities through Practical Life skills. And it is through Practical Life skills that so very much of Montessori learning takes place. The connection here between Reading, Writing and Practical Life is a hugely strong one. Here is how: in Montessori, Practical Life Skills are foundational, indirectly preparing children for Reading and Writing by developing their coordination, concentration, independence, and sense of order. Through the continued engagement of

purposeful, hands-on tasks, students are building fine motor skills, sequencing abilities and the focus needed to acquire successful writing, then reading, skillsets and growth potential. In the Montessori Method, reading is a natural outcome of developing the skills associated with writing. The foundational skills developed through practical life activities directly support this process. As Guides (teachers) present practical life lessons, they use precise language to describe the materials and actions, naturally building the child's vocabulary. This ideal is communicated during continuing conversations had with parents through **bloomz,** over the phone, in person during after-school activities hosted by the school and through our school's Facebook page.

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.

At the school and classroom level, continual, methodical monitoring of reading achievement and growth are conducted. At the classroom level, teachers utilize Reading Growth Monitoring through i-Ready, which is evidence-based in progress monitoring and designed to track and project student reading abilities. This allows teachers to identify students who are on track for end-of-year growth targets and to inform interventions for students at risk of academic failure. Intuitive, real-time reports at the student and class levels analyzes student strengths and challenges to highlight their progress toward growth goals.

At the school level, i-Ready involves using intermittent but periodic computer-delivered assessments to track student progress toward their end-of-year growth goals, using typical and stretch growth benchmarks, from which school level reports can be generated. These reports include multiple assessment periods in growth monitoring to illustrate patterns of growth and overall progress towards target goals between Diagnostic Assessments BOY, MOY, and EOY.

As such, individual teachers and Coastal Montessori have an efficient, effective way to measure progress in reading (phonological awareness, phonics, vocabulary, and comprehension) as often as needed. Because of the frequency that Growth Monitoring offers, student intervention needs can continually methodically be addressed, which is at the heart of Montessori and satisfies the MTSS/RtI requirements and process. Teachers like being able to monitor the on-track status of their students in the quest to meet or exceed their typical or stretch growth goals for the school year.

For students who are not on track to achieve at grade level, based on informative data that includes i-Ready Inform, i-Ready Growth Monitoring, i-Ready individualized lessons, intervention classes, other CBMs that effectively measure growth, classroom Tier 2 groupings and one-on-one classroom lessons provided by the Guide (Teacher), they are included in the SIT process after initial meetings with parents to discuss varied potential growth strategies for their child that could occur through the evaluative process.

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.

Ongoing teacher training is continually provided through the local school district with LETRS Training for teachers at the school level as well. LETRS Training is held at school first and foremost with the support of the Literacy Coach, Assistant Director for Curriculum and Instruction, and the school's Director, and it is supported with district meetings to put into practice new skill-sets educators are learning. Many teachers now have completed year two and have been awarded certificates for training. There is currently one educator who is in year two of training and several who are in year one. Most Guides/Teachers are trained.

Also provided for varying groups of our educators is District-led Professional Development through District Level Coaches, targeting the expertise and subject-area of each, which ranges from Reading Coach PD to Media Center Specialist training to Special Education/Gifted and Talented to Science, Social Studies, in both the Elementary and Intermediate areas, that utilize teaching skillsets and strategic behaviors to support coaches, and to support teachers of all students in grades 1-5. Embedded in the PD as an ongoing part of training are Science of Reading, Structured Literacy and Foundations in Literacy since all teachers of these grade levels utilize Writing and Reading as the anchors to daily class instruction and activity. These teachers utilize the skillsets and strategies attained in the daily Montessori Methodology. These are the in-school experiences that mirror what teachers are learning and using with students in Science of Reading, Structured Literacy and Foundations as a matter of course to continue a seamless teaching-learning process.

Project Lead The Way (PLTW) is becoming an integral part of the Montessori educational landscape here at Coastal Montessori Charter, as fourteen teachers have currently trained, with another eleven slated to be trained during periods in the remaining portion of this academic year.
Both PLTW Launch and Gateway (Modules utilized with our first through sixth years, and for our seventh through eighth years) provide academic opportunities for students to apply literacy skills in the context of problem-based STEM learning. Students use reading, writing, speaking, and listening skills that are standards-based throughout the modules.

What do these opportunities look like in action? Students might:

- explore science concepts through engaging texts,
- sketch, label, and explain their designs in their PLTW Log,
- present and justify their design choices to peers, and listen actively as classmates share their claims.

The framework includes understandings, learning objectives, and knowledge and skills that are connected to English language arts and literacy. Additional supports include Teacher Guide sections on PLTW Logs and Developing Vocabulary. Finally, the Additional Instructional Resources section includes a list of books for optional reading.

Through these opportunities, PLTW Launch and Gateway provide a powerful foundation and support system for students to become confident readers, writers, speakers, and listeners. PLTW Unit Frameworks provide an overview of the levels of understanding that each build upon the higher level: Knowledge and Skills, Objectives, Domains, and Competencies. The most fundamental level of learning is defined by course Knowledge and Skills statements. Each Knowledge and Skills statement reflects specifically what students will know and be able to do after they've had the opportunity to learn the course content. Students apply Knowledge and Skills to achieve learning Objectives, which are skills that directly relate to the workplace or applied academic settings. Objectives are organized by higher-level Domains. Both Launch and Gateway are embedded with Language, Reading, Writing, Speaking and Listening components which students will practice every time they utilize Module activities.

Professional development continues at the Montessori level as well in utilizing SoR, SL and Foundational Literacy Skills, as educators access their American Montessori Society membership to continue their learning journeys using the Montessori Method. As members, they have access to many varied professional development courses free to them that connect Science of Reading, Structured Literacy and Foundations in Literacy with Montessori philosophy and practice.

Despite being over a century old, the Montessori Method embraces many of the same principles as SoR, because both follow a structured, phonics-based, multisensory, sequential approach. Montessori utilizes manipulatives like the Movable Alphabet, to help students break apart multisyllabic words into smaller parts to strategically assist in decoding and spelling, developing semantic awareness by focusing on key vocabulary, word meanings and comprehension strategies, part of the structured literacy approach. As an integral part of foundations in literacy, the Montessori Method teaches students to write first before they learn to read, an organic approach. Students put together letters for the sounds they know before they are ready to make an interpretation and string together the sounds of words on a page. Teachers get more of this PD as members of AMS.

In addition to embedded professional development in the form of school PLCs/Collaborative Planning, held once weekly during which Montessori target goals for students are discussed and problem solved through discussion and inquiry, teachers are integral in their roles as educators of SoR, SL and Foundations in Literacy throughout the academic year in the facilitation of the five fundamental Great Lessons, which include:

- The Coming of the Universe and Earth (The First Great Lesson): Explains the origins of the Universe, stars, galaxies, the solar system, and how the Earth formed, leading into studies of astronomy, geology, physics, chemistry, meteorology, and geography.
- The Coming of Life (The Second Great Lesson): Traces the timeline and diversity of life on Earth, from early microorganisms and plants, to dinosaurs and animals, leading into biology, botany, zoology, and ecology.
- The Coming of Human Beings (The Third Great Lesson: Introduces the arrival of humans and highlights three unique gifts—a mind to imagine, hands to work, and a heart to love—leading into history, culture, social studies, and inventions.
- The Story of Communication in Signs and Writing (The Fourth Great Lesson): Explores how humans developed pictographs, symbols, hieroglyphs, alphabets, and the printing press, leading into reading, writing, language, and structure.
- The Story of Numbers (The Fifth Great Lesson): Outlines the history of counting, ancient number systems, the discovery of zero, and the evolution of Math, leading into mathematics, arithmetic, and geometry.

Science of Reading, Structured Literacy and Foundations are all utilized in the teaching for understanding and building onto meaning within these Great Lessons through card work, three-part lessons and floor works used by Guides with small groups and in large group skills work and presentations.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• Science of Reading, Structured Literacy, and Foundations of Literacy are embedded in the Montessori Method through daily teacher practices and support staff and Leadership Team members, with LETRS emphasis. • I-Ready Reading achievement school-wide is above average. 57% of 2025-26 students were at or above grade level. Typical growth was 54%. Stretch growth was 28%. • I-Ready percentages in Literacy Comprehension were at 59%, up from 47%, and Informational Text was at 46%, up from 35% the year before.	• Overall Comprehension is at 56% school-wide as of 2025-26, up from 38% last year, based on i-Ready, but should continue on an upward trek for this year. • Vocabulary is at 61% school-wide as of 2025-26 based on i-Ready and should continue to grow. • Informational text, although having grown from 35% in 2024-25 to 46% in 2025-26, still has room to grow.

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
Previous #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025-26 as determined by SC READY from __40%____ % to _45%_____ % in Reading Literary Text.	SC Ready scores for Grade 3 ELA at Coastal Montessori Charter in Spring 2026 were at 67.6% for Meets or Exceeds. In the Category of Reading Literary Text, Middle Performance was at 47.1%, while High Performance was at 41.2%, with a combined total of 88.3%.
Previous Goal #2: Increase the percentage of third grade students in i-Ready scoring On Grade Level or Above in Vocabulary from Spring 2023-24 from 58% to 65%.	Not Met. Reading (vocabulary) high performance on i-Ready 2025-26 was 61%.
Previous Goal #3:	

Section I: Current SMART Goals and Action Steps Based on Analysis of Data

- All schools serving students in third grade MUST respond to the third grade reading proficiency goal. ***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
Current Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025-2026 as determined by SC READY from ___67.6___ % to __72____ % in the spring of [current school year].	To increase Coastal Montessori Charter School's third-grade SC Ready reading proficiency from 67.6% to 72%, all key stakeholders—including classroom teachers, interventionists, the literacy coach, and administration—will execute a rigorous, research-based instructional framework: • **Tier 1 Instruction:** Delivering high-leverage, core reading instruction across all general education classrooms, inclusive of SoR, Structured Literacy and Foundations. • **Tier 2 Classroom Support:** Targeted, data-driven intervention within the classroom setting. • **Tier 3 Intensive Intervention:** Specialized, intensive reading instruction led by the school reading interventionist. • **Instructional Coaching:** Regular, small-group instructional modeling and teacher support facilitated by the literacy coach. • **Cross-Curricular Integration:** Sustained application of literacy tools, including the Literacy Connections within PLTW Launch and Gateway modules. • **Administrative Leadership:** Continuous instructional

	leadership and oversight by the Executive Director to ensure maximum teaching efficiency, fidelity, and student achievement.
Current Goal #2: Increase the percentage of third graders scoring At or Above Level in the spring of 2025-26 as determined by i-Ready from _____61%_ to ____65%____ in Reading Vocabulary.	To increase Reading Vocabulary success, key emphasis will be added to Tier 1 and Tier 2 classroom Montessori Methodology, through Tier 3 intensive instruction by the school Interventionist, through continual Instructional Coaching by the Literacy/Reading Coach and the Director of Curriculum and Instruction, and through cross-curricular integration and administrative leadership initiatives throughout the course of the school year to facilitate and emphasize core curriculum vocabulary for third grade use on a daily basis.