

2026-2027 BRES R2S Primary and Elementary Reflection Tool Updated

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? 7
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 13
- How many teachers in your school are beginning Volume 1 of LETRS this year? 7
- How many teachers in your school are beginning Volume 2 of LETRS this year? 9
- How many CERDEP PreK teachers in your school have completed EC LETRS? 1
- How many CERDEP PreK teachers 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 are intentionally designed to address the essential components of literacy, including oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. This comprehensive approach ensures that all students develop the skills necessary to meet grade-level English/Language Arts standards.

Teachers use ongoing assessments to monitor student progress, ranging from letter identification and sound knowledge to reading accuracy, fluency, and comprehension. The data gathered from these assessments informs instruction and helps teachers identify and address individual student needs. This systematic approach ensures that foundational reading skills are explicitly taught, reinforced, and aligned with grade-level expectations. We know that students need a strong foundation of listening and speaking skills to understand increasingly complex text. We will incorporate oral language into our daily reading instruction. Teachers will provide daily opportunities for students to listen, speak, describe, explain, retell, ask questions, and participate in academic conversations. Oral language instruction will include explicit teaching of vocabulary, sentence structures, and language used to explain ideas. During read-alouds and classroom discussions, teachers will model complete and increasingly complex sentences and encourage students to respond using precise vocabulary and evidence from the text.

Assessment of oral language will occur naturally throughout instruction. Teachers will listen to students' responses during conversations, discussions, retellings, and comprehension activities. They will monitor students' ability to understand questions, express ideas clearly, use vocabulary appropriately, and describe or explain information.

Phonological awareness instruction will focus on helping students recognize and manipulate the sound structure of spoken language. Students will progress from larger units of sound, such as words and syllables, toward increasingly sophisticated phonemic awareness skills. Instruction will include activities such as identifying and producing rhymes, identifying syllables, blending syllables, identifying beginning and ending sounds, blending individual phonemes, segmenting words into phonemes, and manipulating phonemes by adding, deleting, or substituting sounds. Phonological awareness will be taught explicitly and will be connected to phonics instruction as students begin learning letter-sound relationships.

Phonics instruction will provide students with explicit instruction in the relationships between phonemes and graphemes and will teach students how to apply these relationships when reading and spelling words. Instruction will be systematic and cumulative, meaning that previously taught skills will be reviewed while new skills are introduced in a logical sequence. Students will have repeated opportunities to connect sounds to letters, blend sounds to read words, segment words to spell them, and apply newly learned patterns in connected text. UFLI Foundations provides a useful example of how these components can be incorporated into a systematic instructional routine. The UFLI lesson structure includes phonemic awareness, visual and auditory drills, blending, introduction of a new concept, word work, irregular words, and connected text. This structure demonstrates how foundational skills can move from hearing and manipulating sounds to connecting sounds with letters, reading and spelling words, and applying those skills in text. The UFLI materials are specifically designed around explicit and systematic foundational-skills instruction.

Phonics instruction will include both decoding and encoding. Students will not only be expected to read words containing the patterns they have been taught but will also spell words using those same patterns. For example, after learning a particular vowel pattern, students might identify the corresponding sound, blend words containing the pattern, read those words in isolation, spell dictated words, and then read sentences or decodable text containing the pattern. This approach allows teachers to determine whether students can actually apply their phonics knowledge rather than simply recognize a pattern when it is presented in isolation. Phonics assessment will be directly aligned with instruction. Teachers will assess students' knowledge of letter-sound relationships, ability to blend sounds, ability to decode taught and unfamiliar words, and ability to encode words using the patterns that have been taught. UFLI's assessment resources provide examples of concept-based spelling assessment and fluency assessment that can be used to monitor student

application of foundational skills.

Classrooms are intentionally set up as print-rich environments where students engage daily with text through interactive read-alouds, storytelling, and discussion. These experiences allow teachers to model oral language and vocabulary, while also promoting student participation in academic conversations. In early grades, teachers incorporate explicit phonological awareness activities such as rhyming, counting syllables, and segmenting and blending sounds. These activities are delivered during whole-group and small-group instruction to build strong foundational reading skills. To ensure alignment to standards and instructional rigor, the school utilizes high-quality instructional materials (HQIM). Our core curriculum, Savvas, is a comprehensive and standards-based resource designed as a circular curriculum where skills and standards are revisited in multiple contexts and across a variety of genres and text types. This structure allows students to practice close reading strategies, engage with both literary and informational texts, and build knowledge progressively across grade levels.

Savvas also provides Reading and Writing Bridges that connect comprehension to written expression, reinforcing fluency, vocabulary development, and deeper understanding of texts. Teachers introduce and model comprehension strategies explicitly, provide opportunities for repeated practice in guided and independent reading, and scaffold instruction to ensure all learners access grade-level content. Lesson plans are carefully crafted to include vocabulary instruction, comprehension questioning, fluency practice, and writing connections so that students are consistently supported in making meaning of text and applying their learning in authentic ways.

Through this standards-aligned approach that is supported by assessments, HQIM, and research-based practices our school ensures that every student is equipped with the essential reading skills to meet and exceed grade-level expectations.

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 will be systematically documented to provide clear evidence of student progress in phonemic awareness, phonics, decoding, and automatic word recognition. Teachers will maintain individual student records that identify the specific letter-sound correspondences, phonics patterns, high-frequency or irregular words, and decoding skills that have been taught, practiced, and mastered. During instruction, teachers will document student performance through observations, oral

reading, word-reading activities, blending and segmenting tasks, dictated spelling, and brief skill checks. For example, using the UFLI Foundations scope and sequence, teachers can record the phonics concept taught during each lesson and note whether students can accurately identify the corresponding sound, blend the sound with previously learned sounds, decode words containing the pattern, and apply the pattern when reading connected text. Assessment results will include the date, skill assessed, level of accuracy, and specific error patterns so teachers can distinguish between difficulties with sound-symbol correspondence, blending, decoding, or automaticity. Students who demonstrate mastery will move to continued cumulative practice and application, while students who demonstrate difficulty will receive explicit reteaching, additional guided practice, and targeted intervention. Progress-monitoring data will be collected at regular intervals and used to document growth over time, adjust instructional groups, and determine whether additional support is needed.

Word recognition assessment and instruction for PreK–5th grade students in our school are intentionally aligned with the science of reading, structured literacy, and foundational literacy skills. Teachers use multiple points of diagnostic and formative assessment data to identify each student’s instructional level and guide targeted instruction.

Bay Road has prioritized comprehensive professional learning for teachers and school leaders with our ongoing Letrs trainings. This training has equipped staff with the knowledge and practices needed to implement structured literacy with fidelity, ensuring word recognition instruction is rooted in research and best practice.

To inform instruction, all K–2 students are administered the CORE Phonics Survey, with additional administration for grades 3–5 students who are identified as more than one grade level behind. Teachers utilize this data to plan small-group and individualized instruction that supports students’ development of word recognition.

Assessment of word recognition is ongoing and embedded throughout the school year. Teachers use both formative and summative assessments to monitor progress, adjust instruction, and ensure students continue building strong foundational literacy skills.

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.

Bay Road Elementary uses both universal screening and diagnostic assessment data to identify and support PreK–5th grade students who have not yet demonstrated grade-level reading proficiency. For grades K–5, the district uses i-Ready Inform as its universal screener. i-Ready provides detailed information about students’ strengths and areas of need in phonological awareness, phonics, vocabulary, comprehension, and fluency. This data helps teachers determine whether students need targeted support in word recognition, language comprehension, or both.

In addition to i-Ready, all students in grades K–2 complete the CORE Phonics Survey. Students in grades 3–5 also complete the survey when data indicate they are more than one grade level below expectations. Teachers use CORE Phonics Survey results to identify specific phonics and word recognition gaps and develop targeted Tier 2 interventions within the classroom.

To address identified phonics needs, teachers in grades K–2 implement UFLI Foundations as a systematic and sequential approach to phonics instruction. Students identified through i-Ready or diagnostic assessments as needing additional support are flexibly grouped for small-group instruction. Within these groups, teachers provide explicit, differentiated UFLI lessons that are aligned to students’ identified needs and designed to strengthen foundational reading skills.

For students performing in the 30th percentile or below, the reading interventionist provides additional Tier 3 pull-out support. During these sessions, students receive intervention through Project Read, a structured, intentional literacy program. Project Read emphasizes phonemic awareness, phonics, and word structure while integrating visual, auditory, and kinesthetic approaches. This ensures that students receive explicit, systematic instruction in both decoding and comprehension, reinforcing what they are learning in the classroom.

Progress monitoring is embedded throughout the year. Teachers and interventionists track student growth using i-Ready diagnostics, CORE Phonics progress checks, and classroom-based measures. Data is reviewed collaboratively during weekly PLCs and MTSS meetings, where teachers, the literacy coach, SPED staff, and interventionists analyze student progress, adjust interventions, and ensure instruction remains targeted and responsive to student needs.

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.

BRE has a comprehensive system in place to help parents understand how they can support their child as a reader and writer at home. At both the classroom and school level, we provide multiple opportunities for families to learn about their child's progress and to access resources tailored to their needs.

Throughout the year, we host Title I Open House events and Curriculum Nights where parents learn about the high-quality instructional materials (HQIM) being used in classrooms and how they can reinforce those practices at home. These sessions give families practical strategies to support reading and writing development and ensure alignment between school and home.

Parents are also encouraged to utilize their child's instructional pathways from i-Ready and other diagnostic tools at home. These individualized learning platforms allow students to practice skills at their level, ensuring continued support for their specific areas of need. For younger students, K–2 teachers send home UFLI heart words that align with the systematic phonics instruction students receive in class. Parents are provided with practice activities so they can reinforce these essential sight words and phonics patterns at home.

At the classroom level, teachers maintain ongoing communication through weekly newsletters that outline what students are learning, provide reading and writing tips, and highlight ways families can support practice at home. Additionally, the school distributes a monthly newsletter with important dates, literacy resources, and bilingual accessibility for families. Each quarter, parents also receive a resource guide with reading strategies, question stems, and home practice ideas.

To ensure individualized support, the school holds MTSS meetings where teams of teachers, interventionists, and literacy coaches review student progress, interventions, and next steps. Parents are included in these discussions when appropriate so they can better understand their child's growth plan and how to support it outside of school.

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.

Bay Road Elementary has a comprehensive system for monitoring reading achievement and growth at both the classroom and school

levels. This system ensures that instructional and intervention decisions for PreK–5th grade students are informed by multiple sources of data and aligned with grade-level proficiency goals. We are always keeping our North Star and student goals in mind as we track data.

At the classroom level, teachers use a variety of formative assessments to monitor student progress, including oral reading fluency checks, comprehension assessments, and anecdotal notes documenting reading behaviors and strategy use. Teachers also utilize progress-monitoring tools, including UFLI, to support systematic phonics instruction and track the development of foundational reading skills. These data sources inform instructional adjustments across whole-group, small-group, and differentiated settings. Teachers use the information to identify students who may require additional Tier 2 support and to adjust flexible instructional groups based on students' evolving needs. We keep our groups flexible and progress monitor them constantly.

At the school level, the district's universal screener and diagnostic assessment, i-Ready Reading, is used to monitor reading achievement and growth across grade levels. i-Ready provides detailed information in the areas of phonological awareness, phonics, vocabulary, comprehension, and fluency. In addition to providing baseline and growth data, i-Ready establishes individualized "stretch goals" that extend beyond typical growth projections and are intended to accelerate progress and help students close learning gaps. Teachers communicate these goals to students and incorporate them into instructional planning, providing students with clear, individualized targets that promote ownership of their learning.

During PLCs and weekly grade-level meetings, teachers collaborate with the literacy coach and administrators to analyze i-Ready data alongside classroom assessment results. This collaborative process helps ensure that instructional pathways, flexible grouping, and intervention supports are responsive to each student's specific needs.

For students requiring more intensive intervention, the school provides Tier 3 support through a reading interventionist. Project Read provides explicit, systematic, and multisensory instruction in phonemic awareness, phonics, and word recognition to strengthen foundational reading skills for students who are experiencing significant reading difficulties. The interventionist also utilizes i-Ready Literacy Tasks during pull-out sessions to monitor student progress and maintain alignment among classroom instruction, diagnostic data, and intervention services.

Through this layered approach—which includes classroom-based assessments, i-Ready diagnostic data, individualized stretch goals, targeted interventions, and collaborative data analysis—the school maintains a continuous cycle of assessment, instruction, and progress monitoring. This system provides students with individualized pathways and targeted support to promote continued reading growth and progress toward grade-level 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.

The school provides teacher training grounded in the science of reading, structured literacy, and foundational literacy skills to ensure all PreK–5th grade students are supported in their reading development. Our teachers first engaged in this work through the piloted implementation of LETRS, which offered extensive professional development on the cognitive processes of reading and the complexity of how students learn to read. This training gave teachers a strong foundation in evidence-based practices, including phonological awareness, phonics, fluency, vocabulary, and comprehension.

Building on the skills and knowledge gained from LETRS, our school has implemented UFLI Foundations as the Tier 1 systematic phonics curriculum for grades K–2. Teachers were trained to deliver explicit, sequential, and multisensory phonics instruction through UFLI, ensuring that every student receives structured literacy instruction in the classroom. This aligns directly with the science of reading and allows for consistency across early grade levels.

In addition, all students in grades K–2 are administered the CORE Phonics Survey to provide teachers with diagnostic data on foundational skills. For students in grades 3–5 who are identified as more than one grade level behind, the CORE Phonics Survey is also administered to pinpoint areas of need. Teachers use this data to craft targeted small-group instruction, ensuring that interventions address the specific phonics gaps each student demonstrates.

The school also prioritizes ongoing professional development for teachers and the literacy coach. This includes participation in state-level professional learning opportunities, national reading conferences, and district-level training focused on evidence-based instruction. The literacy coach provides ongoing support through modeling, co-teaching, and PLCs, ensuring teachers are equipped to apply structured literacy practices with fidelity.

Through LETRS training, UFLI implementation, CORE Phonics diagnostic use, and ongoing professional learning, the school has built a system that empowers teachers to provide high-quality, evidence-based literacy instruction that meets the needs of all learners.

Section G: Analysis of Data

Strengths	Possibilities for Growth
SC Ready 2026 we ended with 51.5% of our 3rd graders on or above grade level, 60.4 4th graders and 52.7 5th graders. Our first grade students made 157% typical growth on iReady ELA for Spring 2026. Our second grade made 103% typical growth on iReady ELA for Spring 2026. This growth is due in large part to the strategic systems we put in place to include: Collaborative Structures: Staff, teachers, administrators, and the leadership team consistently collaborate through weekly PLCs, grade-level meetings, and leadership meetings. These structures ensure ongoing communication and provide dedicated time for teachers to analyze student data, review student work, and partner with the literacy coach and leadership team to identify support needed. Support may include observations, co-planning, co-teaching, modeling, small-group planning, data analysis, and instructional coaching. Targeted Small-Group Instruction: Teachers consistently implement small-group instruction to strengthen students' reading skills, comprehension strategies, and phonics/word recognition. This structure allows teachers to tailor instruction to individual student needs, gather ongoing data	SC Ready 3rd grade data went down 51.9% to 51.5% which isn't a great decline but we will grow this year. Fidelity of HQIM Implementation: The school will strengthen the consistent use of Savvas HQIM in both reading and writing across all grade levels. This includes ensuring that all components such as Reading and Writing Bridges and close reading routines. Fidelity will be monitored through observations, CWTs, PLC discussions, and coaching cycles to ensure instructional alignment and consistency across classrooms. Consistency in Differentiation and Small-Group Instruction: There is a need to establish more systematic structures for small-group instruction so that it is consistent across classrooms and grade levels. Small-group lessons should be more intentionally aligned to i-Ready diagnostics, CORE Phonics data, and student stretch goals to provide precise, targeted instruction for struggling readers. Teacher capacity in this area will continue to grow through modeled

through reading and writing conferences, and provide	
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targeted learning at each student's instructional level.

Data-Driven Goal Setting:

Teachers utilize multiple points of data to set, monitor, and adjust student goals on a continuous basis. Goals are created based on conditional growth targets and stretch goals, ensuring that instruction is aligned to student growth trajectories and regularly refined to reflect progress.

Alignment to Science of Reading: Teachers are building on training in LETRS and structured literacy practices to implement UFLI Foundations with fidelity in grades K–3, ensuring systematic phonics instruction that strengthens foundational literacy skills.

lessons, co-teaching, and collaborative planning embedded in PLCs.

Deepening Use of Data to Inform Instruction:

Teachers will strengthen their ability to analyze i-Ready reports, CORE Phonics surveys, and formative classroom data to drive instructional decision-making. Data protocols will be used more deliberately during PLCs to ensure conversations focus on student needs, growth, and next instructional steps. In addition, teachers will build student ownership of learning by sharing data with students, helping them track their progress, and using stretch goals to maximize growth and achievement.

Strengthening Writing Instruction Across Grade Levels: The school will increase its focus on writing instruction and integration within the Savvas HQIM curriculum to strengthen student performance in written expression. Students will be provided with regular opportunities to respond to text through writing across genres and content areas. Professional learning and coaching will continue to support teachers in effective writing instruction, including grammar, sentence development, and extended written responses

	aligned to SC READY expectations.
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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 51.9 % to 51.5% in the spring of 2026.	• Increased the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 51.9% to 51.5% in the spring of 2026. We have seen growth in our 3rd grade students especially in the ability to write and respond to text. Our third grade teachers have taken on Savvas and implemented it in their classrooms. We know that we have to continue to work since we did not meet our goal.

<u>Previous Goal #2:</u> By the end of the 2025–2026 school year, 50% of students in Kindergarten through Grade 2 will meet or exceed their individual Stretch Growth targets in Reading as measured by the i-Ready Diagnostic. <u>Previous Goal #3:</u> By the end of the 2025–2026 school year, 50% of students in grades 4th and 5th will meet or exceed their individual Stretch Growth targets in Reading as measured by the i-Ready Diagnostic.	• 81 of 180 Grade 1–2 students (45%) with valid i-Ready growth data met or exceeded their individual Stretch Growth target. • Grade 1 exceeded the goal, with 47 of 76 students (61.8%) meeting Stretch Growth. • Grade 2 had 34 of 104 students (32.7%) meet Stretch Growth. • Kindergarten was a very small Montessori cohort, so the available data was not sufficient for a reliable grade-level analysis. • Based on available Grade 1–2 data, the school was 5 percentage points below the 50% target. We see growth in our 5K-2nd grade students. Students in these grades focus on phonics then move to comprehension in order to build a strong foundation for our early readers. • Grade 4: 17 of 86 students, or 19.8%, met or exceeded their Stretch Growth goal. • Grade 5: 20 of 88 students, or 22.7%, met or exceeded their Stretch Growth goal. • Overall: 37 of 174 students, or 21.3%, met or exceeded Stretch Growth. • The school did not reach the 50% goal for Grades 4–5. Our 4th and 5th grade classes focus on reading comprehension as we know that is an area of need. We are seeing growth but we have a need to focus on vocabulary in order to build our fluent readers who comprehend the text they are reading.
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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 2027 as determined by SC READY from 51.5% to 56.5%.	● Use Savvas HQIM with fidelity to provide standards-aligned reading and writing instruction that integrates vocabulary, comprehension, and fluency across genres. ● Provide ongoing teacher coaching and professional learning to reinforce structured literacy practices learned through LETRS. ● Utilize i-Ready diagnostic data and stretch goals to monitor student growth, create instructional pathways, and support teachers in planning differentiated lessons. ● Use specific intentional small-group instruction to provide differentiated instruction that focuses on individual student needs.

	● Hold weekly PLC meetings where teachers analyze student data (i-Ready, CORE Phonics, classroom assessments) and adjust instructional plans. ● Use school-level data reviews each quarter to evaluate third-grade progress toward SC READY goals, making mid-year adjustments to supports as needed.
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<u>Current Goal #2:</u> Increase the percentage of 5K-2nd graders scoring Meets and Exceeds on the Spring administration of iReady from 16% to 54 % in the spring of 2027.	● Implement data-driven instructional cycles every 6–8 weeks to analyze student progress and guide differentiated literacy instruction. ● Strengthen Tier 1 instruction by conducting monthly walkthroughs for Savvas HQIM implementation and lesson pacing. ● Build teacher capacity through targeted coaching, modeling, and professional development focused on foundational reading skills and small-group instruction. ● Cultivate a culture of reflective practice and shared leadership by embedding self-assessment and reflection into PLCs and leadership meetings.

<u>Current Goal #3:</u> Increase the percentage of 4th & 5th graders scoring Meets and Exceeds on the Spring administration of iReady from 15% to 43% in the spring of 2027.	• Teachers will use i-Ready reports (Diagnostic and Growth Monitoring) to identify students performing below grade level and form targeted small groups. Instruction will focus on specific areas. • Grade-level teams and the literacy coach will review growth and lesson completion data monthly during PLCs. • Teachers will implement the district-adopted High-Quality Instructional Materials (HQIM) with fidelity in both reading and writing.