

Submission Time:

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2026-27 Primary and Elementary Reading Plan

District Name	York 03
School Name	Ebinport Elementary School
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Section A: Five Pillars of Reading Instruction

Describe how reading assessment and instruction for all students in the school includes oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to aid in the comprehension of texts to meet grade-level English/Language Arts standards.

At Ebinport, reading instruction and assessment are designed to ensure that every student builds the strong literacy foundation needed to read and understand grade-level texts. Our approach is comprehensive and cyclical, to include all essential components of reading development- oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension- and utilizing the powerful relationship between assessment and instruction as we use one to inform the other. Oral language and phonological awareness are systematically developed in grades PreK-2. Heggerty has and continues to provide our 4K-2 teachers with increasingly complex lessons. These skills lay the groundwork for phonics instruction. Using Frogstreet (4K), HMH and UFLI for phonics instruction directly links the phonological awareness skills that students have developed with the letters, words, and texts in reading. For our ML students and those with speech/language disabilities, trained teachers provide supplemental, targeted instruction. As students gain accuracy, we emphasize fluency. Oral reading fluency is monitored using CBM measures beginning at the end of grade one, and continues through the end of third grade. Recognizing this important transition and supporting it has become a focus for our teachers. Vocabulary instruction is taught explicitly during reading and is also integrated across content areas, exposing students to rich and varied language. Finally, our instruction centers on comprehension, the ultimate goal of reading. Tier 1 comprehension is taught through HMH Into Reading and is supplemented with evidence-based strategies as needed. Teachers use a balance of whole-group instruction, read-alouds, shared reading, small-group instruction, and independent practice to cultivate deep understanding. Ongoing assessment informs every step of this process. We utilize FastBridge and Amira (K-2, as needed in grade 3), and DIAL-4 & myIGDIs (4K) as universal screeners to track growth and identify needs in our early grades. NWEA MAP (K-5) is an interim assessment given three times a year to monitor growth and identify students who need additional support. Diagnostic assessments, including Heggerty, FastBridge, and the PAST, provide deeper insight into specific skill areas, allowing teachers to design targeted instruction and interventions. These tools ensure that instruction is responsive and personalized for every student. Through this comprehensive approach that stems from the SC College and Career Ready ELA standards, we ensure that every child is equipped with the skills and confidence to successfully engage with grade-level texts, preparing them for success in school and beyond.

Section B: Foundational Literacy Skills

Document how Word Recognition assessment and instruction for PreK-5th grade students are further aligned to the science of reading, structured literacy and foundational literacy skills.

At Ebinport, PreK-5th grade word recognition instruction and assessment are developmentally matched through a comprehensive scope and sequence to ensure that all students have the foundational skills needed to access comprehension. In strong alignment with the science of reading and structured literacy, lessons include phonological awareness, phonics, sight word recognition, and most importantly, application in both reading and writing. Instruction is grounded in Scarborough's Reading Rope, which shows that skilled reading is the product of two braided strands: Word Recognition and Language Comprehension. Utilizing our HQIM (Heggerty, HMM Into Reading, Amira & UFLI), every student receives explicit and systematic lessons in both strands. These whole-group lessons provide students access to grade-level standards. Opportunities to build accuracy and automaticity with letters, sounds, words, and phrasing are emphasized in primary grades during Tier 1 instruction and also during intervention, ML lessons, and in resource classrooms. Regular screenings (including FastBridge and Amira in K-2, as needed in grade 3, DIAL-4, myIGDIs (4K) and district K-2 foundational standards assessments) and progress monitoring ensure that students are not overlooked and provided appropriate and timely support.

Section C: Intervention

Document how the school uses universal screener data and diagnostic assessment data to determine targeted pathways of intervention (word recognition or language comprehension) for students in PreK-5th grade who have failed to demonstrate grade-level reading proficiency.

Ebinport utilizes the Rock Hill Schools Decision Tree to guide decisions about intervention. Using a triangulation of data from screeners, progress monitoring, and summative assessments, students are identified as "on track" or "at risk." Teachers and/or interventionists then use the decision tree to plan/administer a diagnostic(s) to pinpoint strengths and gaps in knowledge or skill, such as decoding, fluency, or vocabulary. This diagnostic data helps our teachers and interventionists target specific needs and strengths, ensuring rigorous instruction with the goal of grade-level mastery for every student. Screening and progress monitoring data is maintained electronically and updated regularly. Targeted literacy interventions from SPIRE, UFLI, Scholastic RISE, and Fastbridge are matched to students' needs. We are fortunate to have two full-time interventionists serving students in Tiers 2 & 3 across 6-8 week cycles. Interventionists also support classroom teachers with data analysis and Tier 2 planning/ instruction. Parents are seen as partners in education and receive notice immediately if a child is entering intervention. Classroom teachers are also notified of intervention progress and ideas for home support. Parent conferences are attended by our interventionists.

Section D: Supporting Literacy at Home

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.

Parents and caregivers are valued at Ebinport. Information about literacy is shared at many different levels. As a school, weekly parent newsletters inform parents of exciting literacy events, such as Literacy Night (in conjunction with our Title 1 Coordinator and Parent Specialist.) Classroom newsletters are also sent regularly to share what standards and skills are currently being worked on. We host grade-level specific meetings, where parents learn about developmental milestones in reading and writing, as well as activities/take-home materials to use with their child. Individual parent conferences (including our R2S conferences) allow our teachers to highlight student strengths and growth-focus areas. Another avenue Ebinport uses to help parents understand how they can support their child is the parent workshop, covering topics such as early literacy and Scarborough's Rope. In coordination with our district, we celebrate Read Across America, and part of this week is engaging families in activities that honor reading at home. For the past few years, we have been fortunate to send home book packets with our ML students from Just Right Reader Publishing. These book packets include books that are selected to match students' current decoding level, and they are sent home multiple times a year. This year, in addition to our ML students, ALL first and second graders are receiving book packets. We are also offering a parent education night sharing how to best use the Just Right Reader books at home. Growing home libraries and family literacy are priorities so we also send home books over breaks and summer vacation. Maintaining open lines of communication builds the partnership needed for the best student outcomes. We are fortunate to have community volunteers, too, that support our students as "reading buddies" who reinforce early skills and listen to, read with, and talk about literature.

Section E: Progress Monitoring

Document how the school provides for progress monitoring of reading achievement and growth at the school level with decisions about intervention based on all available data to ensure grade-level proficiency in reading.

Data is regularly monitored by administration, the reading coach, and teachers. Administration has scheduled weekly meetings that include time to review current data, including screeners, benchmarks, and common summative assessments. We also utilize an electronic spreadsheet that everyone can access, so that data remains current, accessible and transparent. The data collected is specific to each grade level's needed skills and knowledge. For example, in kindergarten, letter names and sounds are monitored for the first semester. Then, in the second semester, it changes to decodable words. Oral reading fluency is an important data point we monitor beginning in first grade since it directly correlates to our students' ability to comprehend. The "at-a-glance" view in our shared spreadsheet allows us to quickly identify areas of need. All levels of data are regularly reviewed and triangulated by our MTSS team during bi-quarterly meetings so that appropriate support can be provided to teachers, students, and parents. This team includes administration, the math and reading coaches, teachers, interventionists, the ML teacher, dean of students, counselor, and psychologist. Another important tool to ensure students are growing toward grade-level proficiency is our MTSS weekly updates. As students are progress monitored, administration and teachers stay informed through a weekly update email.

Section F: Teacher Training

Explain how the school will provide teacher training based in the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students.	At Ebinport, teacher training in the science of reading for all of our teachers (PreK-5) began many years ago. We realize that our knowledge and ongoing implementation of evidence-based practices have positively shifted outcomes for our students. We continue to offer LETRS training (Volume 1 and 2) this year with weekly collaboration that clarifies learning and makes connections back to the classroom. During coaching cycles and grade level planning sessions, the literacy coach intentionally builds bridges from theory to practice as we build teacher capacity. The SC ELA standards and support documents, such as the Assessment Specifications document, are used in conversations and planning during PLC times as well. Literacy coaching includes revisiting our HQIM as needed to keep understanding and practices strong. Teachers often choose a literacy goal for their SLOs. These goals are supported by the literacy coach, and may include readings, professional development, and modeling. This multi-level, mutli-faceted approach ensures that our teachers receive ongoing, job-embedded professional development throughout the year with the end goal of increased teacher knowledge and agency and higher student achievement.
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Section G: District Analysis of Data

Strengths	When comparing reading data over the past two consecutive years, strengths include... * the increased focus on oral reading fluency in grades 2-3 have resulted in increasing scores in Meets/Exceeds on 3rd grade SC Ready * students in grades K-5 showed greater than average growth from Fall 2025-Spring 2026 resulting in growth at the 66% overall in reading * no students recommended for mandatory retention (under the R2S legislation) for students who attended our school prior to 3rd grade
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Possibilities for Growth

Opportunities for growth are...

- * supporting teachers in lesson creation that links HQIM with SC ELA standards
- * utilizing Hess matrices to create opportunities for rigorous verbal and written responses during grade-level PLCs
- * alongside classroom teachers, examining data for our special education students and ways to support this subgroup in Tier 1 instruction
- * intentionally incorporating test-taking strategies in grades 2-5
- * training in Heggerty & UFLI for our PreK teachers

Description Area

*Note: The questions below are included to gauge school-level LETRS implementation. Teachers for state-funded LETRS training include: K-3 Classroom Teachers, 4-5 Classroom Teachers, Reading Coaches, Reading Interventionists, K-5 Special Education Teachers, Middle Level Special Education Teachers, School Administrators, Multi-lingual Teachers, PreK CERDEP Teachers, PreK CERDEP Teaching Assistants

How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?

3

How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?

31

How many eligible teachers in your school are beginning Volume 1 of LETRS this year?

4

How many eligible teachers in your school are beginning Volume 2 of LETRS this year?

3

How many CERDEP PreK teachers in your school have completed EC LETRS?

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How many CERDEP PreK teachers in your school are beginning EC LETRS this year?

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

Previous Goal #1	Increase the percentage of third graders scoring Meets and Exceeds in 2025-2026 as determined by SC READY from 65.4% to 70.4 % in the spring of 2025-2026.
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Goal #1 Progress	We did not meet our goal of a 5% increase; however, we did increase the percentage of third graders scoring Meets and Exceeds to 68.7%. This is an increase of 3.3%. This upward trend mirrors district data. In reviewing SC Ready data, we noticed a need for not only continued support for below grade-level students, but more rigor in our Tier 1 instruction for all students. Consequently, we are utilizing the Hess Matrices for Reading-Listening & Writing-Speaking during PLCs as we assess work and create lessons.
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Previous Goal #2	Increase the percentage of fourth and fifth graders scoring Meets and Exceeds in the spring of 2024-2025 as determined by SC Ready from 65.2% to 70.4% in fourth grade & from 60.8% to 70.2% in fifth grade in the spring of the 2025-2026 school year.
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Goal #2 Progress	Our fourth graders did not meet the goal of a 5.2% increase. They did, however, increase 2.4%, making the percentage of students scoring Meets and Exceeds 67.6%. In fifth grade, our students scoring Meets and Exceeds dropped from the previous year, from 60.8% to 56.3%. We feel that fifth grade's drop in scores may be due to departmentalization of subjects. Last year, all fifth graders had separate teachers for reading and writing. This may have created a disconnect for students. We also recognize that although the teacher for reading utilized our HQIM with fidelity, the need for more rigor was evidenced in observations. Another obstacle may have been the large number of students for one teacher to teach and assess.
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Previous Goal #3	Increase the percentage of 2nd grade students scoring Meets or Exceeds on MAP by 10% from 31.0% in fall of 2025 to 41.0% in the spring of 2026.
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Goal #3 Progress	We exceeded this goal. According to MAP data, our second graders increased from 31.0% in the fall to 42.0% in the spring. We attribute this growth to the attention that phonics and fluency received daily in our classrooms.
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Section I: Current Year SMART Goals and Action Steps Based on Analysis of Data

Description Area	For all schools serving third grade students, goal #1 MUST read:Third Grade Goal: Increase the percentage of third graders scoring Meets and Exceeds in the spring of [previous school year] as determined by SC READY from __% to __% in the spring of [current school year].
Current Goal #1	Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025-2026 as determined by SC READY from 68.7% to 71.7 % in the spring of 2026-2027.
Goal #1 Action Steps	Alongside explicit, daily Tier 1 instruction using HQIM, * reading coach will support teachers in linking HQIM with SC ELA standards * utilizing Hess matrices to plan rigorous verbal and written responses and reflect on student work during grade-level PLCs * alongside classroom teachers, examine screening, diagnostic, common summative, and progress monitoring data for our special education students and plan for ways to support this subgroup in Tier 1 instruction * providing test-taking professional development with grade 3-5 teachers * use intervention time to provide targeted skill-specific support and/or acceleration
Current Goal #2	By Spring 2027, the number of first graders scoring in the 41st-60th percentile on the NWEA MAP Reading assessment will increase from 44% to 48%
Goal #2 Action Steps	* reading coach will support teachers in linking HQIM with SC ELA standards * utilizing Hess matrices to plan rigorous verbal and written responses and reflect on student work during grade-level PLCs * alongside classroom teachers, regularly analyze screening, diagnostic, common summative, and progress monitoring data for all students AND our special education students in order to plan for ways to support this subgroup in Tier 1 instruction * use intervention time to provide targeted skill-specific support and/or acceleration * students will read with Amira 2-3x/week

Current Goal #3

By Spring 2027, the number of second graders scoring in the 41st-60th percentile on the NWEA MAP Reading assessment will increase from 36% to 40%.

Goal #3 Action Steps

- * reading coach will support teachers in linking HQIM with SC ELA standards
 - * utilizing Hess matrices to plan rigorous verbal and written responses and reflect on student work during grade-level PLCs
 - * alongside classroom teachers, regularly analyze screening, diagnostic, common summative, and progress monitoring data for all students AND our special education students in order to plan for ways to support this subgroup in Tier 1 instruction
 - * use intervention time to provide targeted skill-specific support and/or acceleration
 - * students will read with Amira 2-3x/week
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File Upload (optional)
