

Submission Time:

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2026-27 Primary and Elementary Reading Plan

District Name	York 03
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School Name	Ebenezer Avenue 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.

Ebenezer Elementary serves approximately 460 students in Pre-K through 5th Grade in Montessori, Inquiry and traditional settings. The school is identified as a Title 1 school. At Ebenezer Avenue Elementary School, students engage in a comprehensive literacy program designed to support their development as confident, capable readers. Students in Pre-K participate in myIGDIs to measure early literacy skills. Students in Kindergarten participate in the state-required Kindergarten Readiness Assessment (KRA), and students in Kindergarten and first grade are assessed using FastBridge earlyReading as a universal screener. FastBridge is also used with a targeted group of second-grade students, based on previous assessment data, to ensure foundational reading skills remain a focus when additional support is needed.

All students in grades K-5 take the NWEA MAP assessment three times each school year. MAP data helps teachers identify student strengths and opportunities for growth. Administering the assessment three times throughout the year allows teachers to monitor student growth within the school year and across grade levels.

In addition to these assessments, students participate in Common Summative Assessments (CSAs) throughout the year that are directly connected to HMH Into Reading, our district-adopted High-Quality Instructional Material (HQIM). These assessments evaluate foundational reading skills and reading comprehension aligned to grade-level ELA standards. Teachers use assessment information to identify areas of strength, determine opportunities for growth, and provide appropriate support for each student.

In grades K-2, students engage in daily literacy instruction that develops the essential areas of literacy, including oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Instruction is embedded within HMH Into Reading and Structured Literacy practices. Students receive explicit and systematic instruction, practice, and application of literacy skills throughout the daily literacy block. Teachers are provided with a Tier 1 instructional document that outlines required instructional minutes dedicated to each pillar of reading instruction each day, ensuring students receive consistent and protected literacy instruction.

Students in grades 1-3 who score below the 25th percentile on NWEA MAP or are identified as High Risk on FastBridge engage with the Amira platform. Amira provides students with individualized, adaptive reading practice based on their performance, giving students additional opportunities to strengthen foundational reading skills and develop their ability to access grade-level text.

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.

Structured Literacy

EBES implements a Structured Literacy approach in which instruction is explicit, systematic, cumulative, and responsive to student needs. In grades K-2, students receive direct instruction in foundational skills, including phonological awareness, phonics, and sight word recognition, through HMH Into Reading: Structured Literacy. Students practice these skills with teacher support in small groups and apply them in decodable and connected text.

As students progress into grades 3-5, they continue to strengthen foundational skills while increasingly applying those skills to complex, grade-level text. Instruction places greater emphasis on the language comprehension strands of the Reading Rope, including vocabulary, background knowledge, language structures, verbal reasoning, and comprehension, while targeted foundational support continues for students who need additional instruction.

Students who demonstrate a need for additional support receive targeted instruction designed around their individual areas of need. Teachers use assessment data to determine appropriate small-group instruction and select targeted HMH Into Reading resources, including Word Study Studio, to provide explicit and systematic practice in word recognition and other literacy skills.

Foundational Literacy Skills and Assessment

For students in grades K-2, quarterly common foundational assessments provide consistent information about student development in phonological awareness, phonics, and sight word recognition. Teachers use this information to inform both whole-group and small-group instruction, allowing students to receive additional practice or support based on their demonstrated needs.

In grades 3-5, students engage with common assessments focused on advanced reading comprehension that are aligned to the Science of Reading and grade-level SC ELA standards. These assessments require students to integrate foundational skills such as decoding and fluency with vocabulary, background knowledge, and comprehension to understand and respond to grade-level text.

EBES uses multiple sources of assessment data to develop a comprehensive understanding of each student's literacy development. Students participate in FastBridge earlyReading as a universal screener in K-2 and NWEA MAP three times each year as an interim assessment. These data, combined with quarterly

Common Summative Assessments and classroom evidence, allow teachers to identify strengths, areas for growth, and students who may need additional support.

Students who demonstrate at-risk indicators across multiple data points may receive additional support through Amira, which provides individualized, adaptive reading practice. As students read aloud, Amira responds to their performance and provides targeted support, while generating instructional information that helps teachers identify next steps.

At EBES, assessment is used not simply to measure what students know, but to inform what students need next. By combining explicit Tier 1 instruction, Structured Literacy practices, small-group support, multiple measures of assessment, and targeted intervention, students receive the instruction and opportunities they need to develop strong foundational skills and become increasingly independent, confident readers.

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.

EBES uses a combination of universal screening, interim assessment, common assessments, and diagnostic data to understand the needs of student cohorts as well as individual students.

Students in Pre-K are assessed using myIGDIs, providing information about early literacy development. In Kindergarten, students participate in the Kindergarten Readiness Assessment (KRA) and are screened using FastBridge earlyReading. FastBridge earlyReading is also used as a universal screener in first grade and with second-grade students who were identified as needing continued monitoring based on first-grade data. All students in Kindergarten through Grade 5 participate in NWEA MAP three times each year to monitor achievement and growth over time.

EBES also uses grade-level common assessments to provide consistent information about student mastery of grade-level standards. Assessment information is considered across multiple data points rather than relying on a single score when determining whether a student needs additional support. When assessment data indicate that a student may need intervention, teachers use diagnostic assessments to better understand the specific skills contributing to the student's difficulty. The LETRS assessment is one diagnostic tool used to identify areas of strength and areas for improvement in foundational literacy skills. This diagnostic process helps teachers move beyond identifying that a student is struggling and toward understanding why the student is struggling so that instruction can be targeted to the student's specific need.

Assessment data are then used to inform instruction. Teachers and interventionists use PLC and MTSS data discussions to determine appropriate instructional responses and identify students who need additional intervention or extension. Intervention is designed to complement, rather than replace, Tier 1 instruction. Students continue to engage with grade-level learning while receiving additional explicit instruction and practice targeted to their identified needs.

EBES maintains a designated daily intervention block to provide protected time for targeted intervention and extension. This structure ensures that students have dedicated opportunities to receive additional support, strengthen specific skills, or extend their learning without reducing access to grade-level Tier 1 instruction.

Through this layered assessment process, EBES uses data as a

tool for instructional decision-making rather than simply as a measure of performance. Universal screening identifies students who may need closer review, interim assessment monitors growth, common assessments provide information about grade-level mastery, and diagnostic assessment helps identify the specific skills that should be addressed next. This collaborative process allows teachers, interventionists, and MTSS teams to develop instructional responses that are responsive to each student's needs while maintaining high expectations and access to grade-level standards.

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.	At Ebenezer Avenue Elementary School, families are valued as essential partners in supporting students' literacy development. Throughout the year, EBES offers parenting and family literacy workshops focused on practical strategies families can use at home to strengthen their child's reading and writing skills. Topics include fostering positive reading habits, supporting students with decodable and irregular words, and using strategies to build phonics, sight word recognition, fluency, vocabulary, and comprehension. This year, three grade levels (1, 2, and 5) will receive book sets from Just Right Readers. Families will be invited to a workshop on October 27, 2026 to learn how to utilize this resource at home with their children. In addition, families will have the opportunity to learn about the use of Amira and Read to Succeed legislation to include Summer Reading Camp opportunities. Families receive resources and materials, including handouts and books, to provide practical support and help build home libraries. Through Title I funding, EBES provides families with additional resources, strategies, and opportunities to learn how to reinforce the literacy skills students are developing at school. EBES also participates in district-wide literacy celebrations, including Read Across America, which connects students and families with community members, diverse and engaging books, and writing activities that celebrate reading both at home and at school. Through these partnerships and experiences, EBES works to ensure that students see reading and writing as meaningful parts of their lives both inside and outside of school, while families have the resources, knowledge, and confidence to support their child's continued growth as a reader and writer.
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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.

At Ebenezer Avenue Elementary School, student reading growth is monitored through multiple measures administered at key points throughout the year. These include NWEA MAP Growth, HMH Common Summative Assessments, common formative and foundational assessments in K-2, and classroom-based formative measures. These assessments are aligned to grade-level standards and provide teachers with information about both student growth and proficiency.

NWEA MAP Growth is administered three times each year to monitor individual student growth over time. HMH Common Summative Assessments and grade-level benchmarks provide additional checkpoints throughout the year to determine how well students are demonstrating mastery of the specific standards and skills taught in Tier 1 instruction.

Teachers and instructional teams triangulate multiple sources of data to develop a complete picture of each student's reading development. Formative classroom measures, MAP data, diagnostic assessments, foundational skills data, and summative results are considered together rather than relying on a single assessment. Through PLC, data protocol, and MTSS discussions, teams examine patterns across assessments to identify whether a student needs additional support with foundational skills, fluency, vocabulary, comprehension, or another area of literacy.

When data indicate that a student needs additional support, diagnostic information is used to identify the specific skill or area of need. Students may then receive targeted Tier 2 or Tier 3 intervention using resources such as UFLI, HMH Into Reading/Word Study Studio, LETRS-aligned practices, SPIRE, Sound Sensible, RISE, and FastBridge-informed intervention practices, depending on the student's demonstrated need and the resources appropriate for that student.

Intervention at EBES is designed to complement grade-level Tier 1 instruction rather than replace it. Students continue to engage with grade-level standards and content while receiving additional explicit instruction, practice, and scaffolding in the specific skill identified through assessment. The frequency and intensity of intervention are determined by the student's level of need and may be adjusted as progress is monitored.

Progress monitoring is embedded within intervention cycles so that teachers can determine whether an intervention is working and make timely adjustments. Brief, skill-specific measures are administered on a recurring basis to evaluate student response to instruction. If a student is not demonstrating sufficient growth, the instructional team uses the data to adjust the intervention,

increase support, or consider a different instructional approach rather than waiting until the next major assessment window.

Through this continuous cycle of assessment, analysis, targeted instruction, progress monitoring, and adjustment, EBES works to ensure that every student receives the level of support needed to make meaningful reading growth. Families are kept informed through progress reports, report cards, and ongoing communication so that they remain partners in supporting their child's literacy development.

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 Ebenezer Avenue Elementary School, ongoing professional learning is designed to strengthen teachers' knowledge and ability to provide explicit, systematic, and research-based literacy instruction. All required teachers have completed or are currently participating in LETRS Year 1 or Year 2. School-based coaching and PLC collaboration provide opportunities for teachers to apply professional learning directly to classroom practice and student needs.

Our interventionists support students in small-group settings using research-based materials and practices, including UFLI and RISE, to provide explicit instruction targeted to students' demonstrated literacy needs. This work complements Tier 1 instruction and provides students with additional opportunities to develop foundational reading skills.

Pre-K teachers continue to support our youngest learners through instructional practices aligned with the Science of Reading, Structured Literacy, and foundational literacy development. These practices build the early language and literacy skills that provide a strong foundation for later reading achievement.

Professional learning at EBES is connected directly to student outcomes. Teachers use assessment information, PLC collaboration, coaching, and professional learning to continually refine instruction and respond to student needs. Through this ongoing cycle of professional learning, application, collaboration, and reflection, EBES builds teacher capacity to provide high-quality literacy instruction and ensure that students receive the support they need to grow as readers.

Section G: District Analysis of Data

Strengths

When comparing data over two consecutive years, we have shown growth in 3rd and 4th grade students achieving Meets or Exceeds on SC Ready.

A tracker is kept to analyze grade level and school-wide trends based on assessments. This allows teams to identify focus areas.

Teams have dedicated PLC time for Literacy where professional learning regarding HQIM and high yield instructional strategies can occur. Teams also analyze data and determine next steps.

EBES has a dedicated intervention time to address individual student needs.

EBES teachers and interventionists build connections to discuss student progress.

Possibilities for Growth

In grades K-2, data continues to identify the need to focus on foundational skills including phonics and phonological awareness. We will continue to refine the use of Structured Literacy through HMH to ensure all students are provided with explicit phonics instruction.

In grades 3-5, data shows a need to increase rigor in the area of literacy. The instructional team is conducting regular walkthroughs and providing feedback on ways to elevate student learning.

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?

10

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

23

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?	10
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 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 60.9 % to 65 % in the spring of 2025-2026.
Goal #1 Progress	Ebenezer Avenue Elementary School reached this goal by increasing the percentage of third graders scoring Meets and Exceeds on SC READY from 60.9% in Spring 2025 to 73.4% in Spring 2026. This progress was made by focusing on foundational skills and rigorous curriculum and providing targeted support to students identified under the Read to Succeed Legislation. These students were engaged in targeted intervention and their progress was monitored regularly throughout the school year.
Previous Goal #2	Increase the percentage of second grade students who are ON TRACK for grade level success as evidenced on Spring 2025 NWEA MAP from 42.4% to 45% in the Spring of 2026.
Goal #2 Progress	While Ebenezer Avenue Elementary School did not meet this goal, 40.8% of students scored ON TRACK at the end of the 2026 school year. Second grade continues to refine Structured Literacy instruction while also utilizing Word Study Studio lessons to support students who need additional practice with foundational skills. WIN block has also been revamped for the 2026 school year to meet individual student needs.
Previous Goal #3	Increase the percentage of first grade students who are ON TRACK for grade level success as evidenced on Fall 2025 NWEA MAP from 1% to 10% in the Spring of 2026.

Goal #3 Progress	Ebenezer Avenue Elementary School surpassed this goal and had 32.3% of students ON TRACK in the Spring of 2026. A focus on Structured Literacy and foundational skills supported students to improve their reading skills over the course of the school year.
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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 2026 as determined by SC READY from 73.4 % to 76.4 % in the spring of 2027.
Goal #1 Action Steps	Students will receive grade-level whole group instruction using HMH Into Reading resources to provide every third grader access to state standards. Professional learning around the Hess Cognitive Rigor Matrix to support understanding of how to build tasks that encourage higher order thinking. The instructional team conducts regular walkthroughs to provide feedback on elevating student tasks. Students take common summative assessments to demonstrate learning and growth. These assessments help to inform next instructional steps for whole group and small group learning
Current Goal #2	By Spring 2027, the number of second graders scoring in the 41st-60th percentile on the NWEA MAP Reading assessment will increase from 21% to 26%.

Goal #2 Action Steps

Students will engage in daily, explicit instruction in phonics, fluency, and vocabulary through HMH Into Reading: Structured Literacy to strengthen foundational skills.

Students who scored below the 25th percentile on NWEA MAP will practice reading with Amira Tutor that provides individualized support to build reading skills.

Students will be assessed through quarterly common foundational assessments and FastBridge earlyReading universal screener. This information is used to guide next steps for instruction.

Students will receive targeted small group instruction based on their area of need.

Student progress will be monitored throughout the school year. FastBridge earlyReading, NWEA MAP, and common assessments will guide action steps.

Professional learning around the Hess Cognitive Rigor Matrix to support understanding of how to build tasks that encourage higher order thinking. The instructional team conducts regular walkthroughs to provide feedback on elevating student tasks.

Current Goal #3

By Spring 2027, the number of first graders scoring in the 41st - 60th percentile on the NWEA MAP Reading assessment will increase from 15% to 20%.

Goal #3 Action Steps

Students will receive daily, explicit instruction in phonics, phonemic awareness, and word recognition through HMH Into Reading: Structured Literacy, building the foundational skills that drive growth in this percentile range.

Identified students will practice reading with Amira, receiving real-time, targeted support when a word is misread so they stay engaged in the text while building the exact skill they need.

Students will be assessed through quarterly common foundational assessments and FastBridge screening, so instruction consistently reflects each student's current skill level in phonics, phonemic awareness, and sight word recognition.

Students will receive small group instruction matched to their specific area of need, identified through diagnostic data, so students in this percentile range get the targeted practice needed to move toward grade-level proficiency.

Students will engage in classroom tasks observed by school leaders using the Hess Cognitive Rigor Matrix, ensuring first-grade instruction is building toward grade-level thinking rather than staying at recall and basic skills.

File Upload (optional)
