SOUTH CAROLINA
DEPARTMENT OF EDUCATION

Submission Time: October 15, 2026 8:59 am

# 2026-27 Primary and Elementary Reading Plan

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| **District Name** | York 04 |
| **School Name** | River Trail Elementary |
| **Principal Name** | Savannah Steger |
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## Section A: Five Pillars of Reading Instruction

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| **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.** | "River Trail Elementary's Assessment Plan aligns with the Five Pillars of Reading Instruction.<br>Universal Screeners:<br><br>- Grades K-1: Students take the STAR Early Literacy Assessment three times a year as a universal screener.<br>- Grades 1-5: Students take the STAR Reading Assessment three times a year as a universal screener.<br><br>This data helps identify students who may need further diagnostic assessments for Tier 2 and Tier 3 interventions.<br><br>Additional Foundational Skill Assessments:<br>-Grade K: Students complete the CORE Phonics and Word Reading Survey three times a year.<br>-Grades K-5: Students complete the LETRS Spelling Screener three times a year.<br><br>Comprehension & Oral Reading Fluency:<br>- Grades 1-5: Teachers administer additional diagnostics based on universal screener and oral reading fluency performance. Examples include phonological awareness, phonics screeners (including decoding and encoding), concepts about print, and Oral Reading Fluency.<br>- Grades K-5: Comprehension assessments are created in professional learning teams (PLTs) based on state standards and driven by our HMH Into Reading curriculum.<br>- Grade 1: Students take the STAR CBM (Curriculum-Based Measurement) to monitor oral reading fluency three times a year.<br>- Grades 2-5: Students complete the DIBELS Oral Reading Fluency three times a year.<br><br>Vocabulary:<br>- Vocabulary assessments are currently conducted formatively by teachers at our school. We have included the Vocabulary indicator as an essential standard for grades 3-5.<br><br>Teachers will use data from these assessments to guide instruction using the HMH Into Reading curriculum. During Professional Learning Community (PLC) / Professional Learning Team (PLT) meetings, teachers analyze this data to make instructional decisions for Tier 1, as well as Tier 2 and Tier 3 interventions.<br>" |

## Section B: Foundational Literacy Skills

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| **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.** | "River Trail Elementary maintains a minimum of 90 to 120 minutes dedicated to English Language Arts (ELA) instruction daily, which includes reading, writing, and foundational skills. Through our state-adopted curriculum, HMH Into Reading, we utilize its Reading, Vocabulary, and Writing components for grades K-5. For Foundational Literacy skills, RTES uses Heggerty/HMH Structured Literacy for phonological awareness and a combination of HMH Structured Literacy and UFLI for additional foundational skills.<br><br>The assessments from HMH, UFLI, Heggerty and those listed in Section A directly align with the science of reading, structured literacy, and foundational literacy skills. They support all strands of Scarborough's Reading Rope for Language Comprehension and Word Recognition." |

## Section C: Intervention

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| **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.** | " River Trail Elementary follows a systematic approach to determine student interventions using universal screeners and additional diagnostic tools. All students participate in STAR Early Literacy, STAR CBM, and/or STAR Reading assessments. Based on these screening results, our team determines whether further diagnostic testing is required for Tier 2 or Tier 3 targeted interventions. RTES utilizes a decision-making flowchart adapted from LETRS and the State Department to guide the selection of appropriate follow-up diagnostics.<br><br>Additional diagnostic assessments used to inform instructional decisions include Heggerty Bridge the Gap, DIBELS, CORE Phonics Assessments, Writing CBM and STAR CBM. In specified grade levels, foundational skills assessments are also administered to all students to provide further insight into intervention needs.<br><br>Our school's Multi-Tiered System of Supports (MTSS) team analyzes this data to recommend appropriate Tier 2 and Tier 3 pathways. At RTES, this process is led by the Lead Teacher with support from classroom teachers, interventionists, the literacy coach and administration.<br><br>- Tier 2 Support: Classroom teachers deliver targeted Tier 2 support during built-in 30-minute intervention blocks.<br>- Tier 3 Support: Literacy interventionists provide intensive Tier 3 intervention for students not reading on grade level.<br>- Parent Communication & Tracking: Parents are notified whenever a student enters Tier 2 or Tier 3 interventions. All documentation and progress data are systematically tracked in our district data system, EduCLIMBER, with regular updates provided to families." |

## Section D: Supporting Literacy at Home

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| **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.** | "River Trail Elementary maintains structured systems to keep families informed and equipped to support literacy at home. Teachers send home weekly newsletters featuring targeted literacy strategies, such as prompts for asking comprehension questions, techniques for building reading & writing stamina, and actionable practice for decoding and fluency. These tips directly align with Universal Screener data provided to families so they can match strategies to their child's specific learning needs. Additionally, every nine weeks, parents of K-2 students receive our district-created Parent Support Document. Written in family-friendly language, this resource clearly outlines expectations for essential foundational standards within our standards-based grading system.<br>To ensure all families are supported:<br><br>Multimodal Communication: Strategies and updates are shared via newsletter, translated materials for multilingual families, and digital/visual explanations.<br><br>In-Person & Direct Outreach: Annual parent-teacher conferences are conducted for all students to discuss reading abilities, report card indicators, and standard proficiency scales. Additional conferences, a literacy family night, and informal check-ins are held throughout the year.<br><br>Follow-up Protocol: Teachers conduct informal check-ins during conferences and follow up directly with families who may need additional support or missed initial communications to ensure no parent is left out.<br><br>Community Alignment: RTES literacy goals and priorities are communicated through school newsletters, the website, and during School Improvement Council (SIC) and PTA meetings." |

## Section E: Progress Monitoring

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| **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.** | "As part of our MTSS framework, River Trail Elementary monitors reading achievement and growth across all tiers through a structured, multi-layered data system:<br><br>Tier 1 & Tier 2: Teachers utilize a combination of STAR screeners, HMH curriculum/module assessments, Structured Literacy/UFLI skill inventories, and standards-based classroom formative assessments to monitor progress in grade-appropriate reading skills. Students in Tier 2 have target goals set for roughly 3-4 week intervention cycles, with baseline, midpoint, and end-of-cycle data tracked.<br><br>Tier 3: Literacy interventionists utilize specialized tools for frequent progress monitoring, including DIBELS, Heggerty Bridge the Gap, CBMs, and STAR. Intervention typically occurs 3 to 5 days a week based on individual needs.<br><br>Data Review & Adjustments: MTSS and grade-level PLC/PLT teams meet bi-weekly to review student growth data and adjust as needed. If student growth stalls, teams adjust the skill focus, intervention strategy, or intensity. If a disability is suspected, the student is referred to the Student Support Team as part of Child Find." |

## Section F: Teacher Training

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| **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.** | "The majority of elementary teachers and instructional staff at River Trail Elementary have completed LETRS training, with remaining staff actively completing Volume 1 or Volume 2. This includes K-5 classroom teachers, special education teachers, literacy interventionists, administrators, and lead teachers.<br><br>To sustain and deepen this learning:<br><br>School-Based Coaching: Our Literacy Coach provides targeted professional development through coaching cycles, weekly PLC/PLT meeting support, and after-school professional learning sessions.<br><br>Instructional Focus Areas: Coaching and PD focus on high-impact practices, including maximizing phonics instruction and transfer in K-2, word study/morphology routines in grades 3-5, teacher clarity (learning intentions/success criteria), explicit engagement, writing about reading, and strong Tier 1 expectations.<br><br>Collaborative Book Studies: Upper-grade teachers not currently enrolled in LETRS participate in book studies (such as Shifting the Balance 3-5 and Redesigning Small Group Reading Instruction) to continuously strengthen their application of the science of reading and structured literacy in upper elementary grades." |

## Section G: District Analysis of Data

**Strengths**

"At River Trail Elementary, we have found the following areas of strength:

Teachers ensure that instruction is explicit and follows a systematic approach so that students practice new behaviors, skills, and processes by reading and writing a variety of texts for the majority of the instructional time.

Teachers collaborate to set measurable short-term and long term goals aimed at growing students' reading behaviors and skills. Through professional learning communities, teachers, coaches and administration collaborate to make strategic plans outlining how these goals will be accomplished.

Promoting the practice of collaborative goal-setting between teachers and students.

Our school embeds practices reflective of exemplary literacy-rich environments.
Teachers notice, teach, and prompt for use of strategic reading behaviors and skills: decoding/encoding (phonemic awareness and phonics), maintaining fluency and building on comprehension skills, such as inferring and retelling/summarizing.

Teachers and instructional teams consistently utilize streamlined routines and protocols to analyze current assessment data and implement targeted student interventions within a 48-72 hour window.

Administration, teachers, support staff all participate in professional learning communities based on data through study groups, weekly collaborative gatherings that include the school coach, study groups, book clubs, teacher action research through team coaching cycles and peer coaching. "

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| **Possibilities for Growth** | "At River Trail Elementary, we have found that we need to focus on growing by the following:<br><br>Teachers monitor reading and writing engagement more fluidly and use that data to adjust instruction and ensure student-centered learning.<br><br>Maximizing time for small group instruction by establishing efficient routines and procedures within the ELA schedule.<br><br>Partnering with and supporting busy families by providing accessible, practical ways to emphasize the importance of consistent reading and writing practice at home, demonstrating how these daily routines directly reinforce and enhance K-5 foundational literacy skills." |
| **Description Area** | *Note: The questions below are included to gauge school-level LETRS implementation.Teachers for state-funded LETRS training include:K-3 Classroom Teachers4-5 Classroom TeachersReading CoachesReading InterventionistsK-5 Special Education TeachersMiddle Level Special Education TeachersSchool AdministratorsMulti-lingual TeachersPreK CERDEP TeachersPreK 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?** | 47 |
| **How many eligible teachers in your school are beginning Volume 1 of LETRS this year?** | 1 |
| **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?** | 0 |
| **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

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| **Previous Goal #1** | By spring 2026, we will maintain the percentage of third graders scoring Meets and Exceeds on SC READY ELA at 90.8%, the level achieved in spring 2025. |
| **Goal #1 Progress** | "Result: 90.18%<br>Status: Goal Not Met<br><br>On the Spring 2026 SC READY ELA assessment, 90.18% of third-grade students scored Meets or Exceeds. While River Trail Elementary maintained strong overall grade-level proficiency near the 90% threshold, the result fell slightly short (0.62%) of our target goal of 90.8%." |
| **Previous Goal #2** | By the Spring 2026 benchmark, 85% of kindergarten and first-grade students will score at or above proficiency on the STAR Early Literacy assessment, reflecting an increase from 82.35% on the Fall 2025 benchmark. |
| **Goal #2 Progress** | "<br>Result: 91.43%<br>Status: Goal Met<br><br>On the Spring 2026 STAR Early Literacy benchmark assessment, 91.43% of Kindergarten and First Grade students scored at or above proficiency. This represents a growth of 9.08 percentage points from our starting point of 82.35%, successfully meeting and exceeding our benchmark target of 85%.<br><br>Through continued professional development, such as LETRS, our teachers were able to deliver explicit instruction centered around the foundations of literacy. Our school also worked collaboratively with the Literacy Coach, Interventionists and Administrations to ensure an ongoing analysis of data based on our new learning from the new ELA standards." |

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

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| **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]. |

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| **Current Goal #1** | Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY ELA from 90.18% to 90.8% in the spring of 2027. |
| **Goal #1 Action Steps** | "Targeted Data Analysis: Utilize PLC/PLT weekly data-review protocols to analyze formative, diagnostic, and progress-monitoring data in order to address specific standards gaps within 48-72 hours.<br><br>Explicit Tier 1 Instruction: Deliver high-quality, systematic Tier 1 ELA instruction using the state-adopted HMH Into Reading curriculum with a focus on explicit comprehension strategies, vocabulary development, and morphology routines.<br><br>Layered MTSS Interventions: Provide daily 30-minute targeted Tier 2 and intensive Tier 3 interventions for students performing below grade level, using evidence-based tools (e.g., UFLI, Heggerty Bridge the Gap, CORE Phonics).<br><br>Coaching & Professional Development: Support 3rd-grade teachers through literacy coaching cycles, PLT meetings, and professional learning focused on advanced decoding, sentence structure, and written responses to reading.<br><br>Family Engagement: Partner with families by providing clear strategies, newsletter tips, and resources for consistent reading and writing practice at home.<br>" |
| **Current Goal #2** | Current Goal #2: By the Spring 2027 benchmark, we will maintain the percentage of kindergarten and first-grade students scoring at or above proficiency on the STAR Early Literacy assessment at 91.43%, building upon the Fall 2026 benchmark of 82.74%. |

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| **Goal #2 Action Steps** | "Explicit Foundational Instruction: Deliver daily structured literacy and foundational skill instruction across all K-1 classrooms utilizing HMH Structured Literacy and Heggerty phonological awareness routines.<br><br>Universal Screening & Diagnostic Tracking: Administer STAR Early Literacy screeners along with CORE Phonics and LETRS Spelling Screeners to identify early risk factors and guide skill-based grouping.<br><br>Structured Small-Group Support: Maximize ELA instructional time by establishing efficient routines for flexible, needs-based Tier 2 small-group instruction and Tier 3 targeted interventions.<br><br>Professional Learning: Deepen teacher knowledge in the science of reading and foundational literacy transfer through ongoing LETRS application and school-based coaching.<br><br>Home-School Connection: Send home quarterly K-2 Parent Support Documents and actionable weekly literacy tips to empower families to reinforce decoding, fluency, and reading stamina at home." |

## File Upload (optional)