

Submission Time:

October 13, 2026 1:50 pm

2026-27 Primary and Elementary Reading Plan

District Name	York 04
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School Name	Riverview Elementary
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Principal Name	Mabra Wayman
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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.

"The Fort Mill School District, and therefore Riverview Elementary School, has updated its Assessment Plan to align with the Five Pillars of Reading Instruction.

~Grades K-1: Students take the STAR Early Literacy Assessment three times a year as a universal screener.

~Grades 1-5: Students take the STAR Reading Assessment three times a year as a universal screener. This data helps identify students who may need further diagnostic assessments for Tier 2 and Tier 3 Interventions.

Foundational Skill Assessments Include:

~Grades K: Students complete the CORE Phonics and Word Reading Survey three times a year.

~Grades K-5: Students complete the LETRS Spelling Screener three times a year.

~Grades 1-5: Teachers will administer additional diagnostic assessments based on Universal screener and oral reading fluency data. Examples may include assessments to screen phonological awareness, phonics-including decoding and encoding, and concepts about print.

For Comprehension and Oral Reading Fluency:

Grades K-5: Comprehension assessments are created in professional learning teams based on state standards and driven by the HMH Curriculum.

Grades 2-5: Students complete the DIBELS Oral Reading Fluency three times a year.

Grade 1: Students take the STAR CBM (Curriculum-Based Measurement) to monitor oral reading fluency three times a year.

Vocabulary: Vocabulary assessments are currently done formatively by teachers at each school. The Vocabulary indicator is an essential standard for grades 3-5.

Teachers will use the data from these assessments to guide instruction using the HMH Into Reading curriculum. During Professional Learning Team (PLT) meetings, teachers will analyze this data to make instructional decisions for Tier 1, and possibly Tier 2 and Tier 3 interventions
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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.

Each grade level at Riverview Elementary School has approximately 90 to 120 minutes dedicated to English Language Arts (ELA), which includes reading, writing, and foundational skills. Through our state-adopted Curriculum, HMH Into Reading, we use the Reading, Vocabulary, and Writing components for grades K-5. For Foundational Literacy skills, Riverview uses Heggerty for phonological awareness and HMH Structured Literacy for additional foundational skills. The assessments from HMH and those listed in Section A align with the science of reading, structured literacy, and foundational literacy skills. They support the components of Scarborough's Rope for Language Comprehension and Word Recognition.

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.

"Riverview and the Fort Mill School District follow a systematic approach to determine student interventions using Universal Screeners and additional diagnostics as needed. All students participate in STAR Early Literacy, STAR CBM, and/or STAR Reading assessments. Based on these results, we determine whether further diagnostics are necessary to identify Tier 2 or Tier 3 interventions. Some of the additional assessments we use to guide instructional decisions include DIBELS, Core Reading Phonics Assessments, Writing CBM, and STAR CBM. In certain grade levels, Foundational Skills Assessments are also administered to all students, providing another tool to inform intervention needs.

Riverview's MTSS (Multi-Tiered System of Supports) team reviews this data to recommend appropriate Tier 2 and Tier 3 interventions. To provide targeted support, Riverview has six ELA Interventionists who are trained to deliver intervention to students who are not yet reading on grade level.

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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.	Riverview Elementary School will continue to keep parents informed about ways to support literacy at home through our district website. The district has also encouraged schools to establish consistent systems for communicating with parents on how to support their children's reading. Riverview utilizes a teacher newsletter and a school-wide parent newsletter, both of which are distributed digitally each week of the school year. Each month, the Elementary ELA Coordinator creates a literacy tip that is shared with Principal Wayman to include in the weekly parent newsletters. This information is also sent home alongside Universal Screener data. In addition, the district has created parent support documents for grades K-2 to help families better understand standards-based grading. These documents include quarterly proficiency scales and student work samples for each indicator reported on the report card, giving parents a clear picture of what students are expected to demonstrate each quarter. Riverview Elementary School teachers share these support documents with parents at the start/end of each quarter. These documents are also shared with parents through teacher newsletters and the Riverview Parent Newsletter.
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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.	"As part of our process for identifying students in the MTSS (Multi-Tiered System of Supports) framework, we also implement consistent progress monitoring for students in Tiers 1, 2, and 3. Tier 1 and Tier 2: Teachers will utilize a combination of tools, including STAR, HMH curriculum assessments, Oral Reading Fluency, UFLI, HMH Structured Literacy, and other standards-based assessments, to monitor progress in grade-appropriate reading skills, thereby supporting overall proficiency. Tier 3: Literacy interventionists have additional tools for progress monitoring, including DIBELS, SIPPS (Systematic Instruction of Phonological Awareness, Phonics, and Sight Words), UFLI, CORE Phonics Literacy Library, and STAR. Throughout the year, teams will meet regularly during Professional Learning Team (PLT) and MTSS team meetings to analyze data and make instructional decisions for all students. "
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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.	There are two cohorts of teachers at Riverview participating in LETRS training. The cohorts include 2nd-5th grade teachers, a GT Teacher, interventionist, SPED teachers and an Assistant Principal. Five teachers started volume one this year, while seven teachers are completing the second volume. The Literacy Coach at Riverview also provides school-based professional development including literacy focused Micro-PDs.
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Section G: District Analysis of Data

Strengths	Riverview Elementary School analyzes a range of data points to identify our students' strengths and needs. Grades K-1 use the Star Early Literacy Assessment Screener three times a year, while Grades 1-5 use the Star Reading Assessment three times a year as a universal screener to identify which students may require further diagnostic testing. Once those students are identified, RVES uses a variety of assessments to make additional instructional decisions. Those assessments include the DIBELS Oral Reading Fluency Assessment, the SIPPS placement assessment for Tier 3 reading students, CORE Phonics, the PAST (Phonological Awareness Screening Test), the MAZE Comprehension Assessment, Word Reading Fluency, and Nonsense Word Fluency Assessments. Teachers also collaboratively create quality progress monitoring measures and common formative assessments during Professional Learning Team meetings. The range of assessment options has become a strength in determining students' needs and making specific, data-driven, instructional decisions for all tiers of instruction across grade levels.
Possibilities for Growth	Riverview Elementary will maximize the impact of explicit phonics instruction in grades K-2 to strengthen the transfer into reading and writing. In grades 3-5, focus will be given to filling in phonics gaps, along with providing fluency and word study support by targeting instructional morphology routines and the transfer into reading and writing.

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?

7

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

38

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

5

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

7

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

2

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 the Spring of 2025 as determined by SC READY ELA from 77.1 % to 78% in the Spring of 2026

Goal #1 Progress

Goal Not Met- Students scoring Meets and Exceeds in Spring SC Ready for 3rd grade 2025 went from 77.1% in 2024 to 71.55% in 2026.

Previous Goal #2

By the Spring 2026 benchmark, 76% of kindergarten and first-grade students will score at or above proficiency on the STAR Early Literacy assessment. This reflects an increase from 73.93% of students who scored at or above proficiency on the Fall 2025 benchmark.

Goal #2 Progress

Goal Not Met- Students scoring at or above proficiency on STAR Early Literacy assessment in Fall 2025 went from 73.93% to 68.35% in the Spring of 2026.

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 ELA from 71.5% to 73% in the spring of 2027.

Goal #1 Action Steps

Riverview Elementary will strengthen Tier 1 core instruction by integrating explicit phonics and vocabulary routines strictly aligned with 3rd-grade South Carolina College- and Career-Ready (SCCCR) ELA Standards. To enhance assessment readiness, instruction will incorporate frequent exposure to SC READY item types (such as multi-select, evidence-based responses, and technology-enhanced formats) through regular digital practice on the PEAR Assessment platform. Additionally, grade-level PLCs will utilize structured data-analysis protocols to evaluate student progress and share high-impact instructional practices to drive achievement growth.

Current Goal #2

By the Spring 2027 benchmark, 71% of kindergarten and first-grade students will score at or above proficiency on the STAR Early Literacy assessment. This reflects an increase from 69.51% of students who scored at or above proficiency on the Fall 2026 benchmark.

Goal #2 Action Steps

Riverview Elementary will deliver daily, explicit phonemic awareness and systematic phonics instruction aligned with SCCCR standards, placing strong emphasis on letter-sound correspondence, blending routines, and decodable text practice in Kindergarten and First Grade. Interactive Read-Alouds will be utilized to build early vocabulary skills and strengthen oral language development. Grade-level PLCs will utilize structured data-analysis protocols to evaluate student progress and share high-impact instructional practices to drive achievement growth.

File Upload (optional)
