

2024-25 Gateway Elementary Reading Plan

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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.

All literacy instruction at Gateway is based on the 2024 SCCR ELA standards. Our Tier 1 instruction includes not only whole group instruction but also small group instruction, strategy groups, and one-on-one conferencing. The Greenville County Schools curriculum maps that guide instruction address both the language comprehension and word recognition portions of Scarborough's Rope and include best practices as supported by science of reading research. In each ELA classroom, there is dedicated time for language and word study components, including phonological awareness, phonics, fluency, vocabulary, and comprehension using a variety of standards-based materials. Students participate in shared reading, interactive read-alouds, close reading, shared writing, and independent reading and writing daily. Students develop their oral language skills through structured discussions, read-alouds, and collaborative projects

Teachers at Gateway utilize multiple curricular resources for ELA instruction to meet students' needs at their appropriate developmental levels. Beginning in 4K, students are provided systematic and explicit instruction in phonological and phonemic awareness through daily lessons from Heggerty Phonemic Awareness. These lessons engage students in listening, rhyming, segmenting sounds, and blending sounds. In kindergarten through second grade, students continue to receive explicit, systematic, and sequential phonics instruction through the Reading Horizons curriculum. Students in grades 2-5 are taught structured literacy using HMH Into Reading which emphasizes the importance of phonological awareness,

phonics, vocabulary, and comprehension. Teachers at Gateway utilize multiple reading assessment tools to gather data that is then used to tailor literacy instruction to meet the needs of all students. Early literacy skills of our 4K students are assessed using the myIGDIs assessment in the fall, winter, and spring each year. The language and literacy portion of the Kindergarten Readiness Assessment (KRA) is used to assess our K5 students. Students in first grade are assessed using the Measures of Academic Progress (MAP) assessment. Students in grades 2-5 are assessed throughout the year using district developed unit assessments as well as common formative assessments developed at the school level. These students also take the Mastery Connect benchmark tests three times per year as well as SC Ready in the spring. Students in kindergarten through fifth grade take Amira benchmarks in the fall, winter, and spring. This assessment yields the Amira Reading Mastery (ARM) score which synthesizes students' reading ability across multiple assessment tasks that vary by grade level and expresses this score in relation to grade level expectations. This assessment also provides an Oral Reading Fluency (ORF) accuracy score for each student. Amira benchmark assessment subscores align to Scarborough's Reading Rope and include decoding, phonological awareness, high frequency words, background knowledge, and vocabulary.

Section B: Foundational Literacy Skills, Continued

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 Gateway, teachers prioritize explicit, systematic, and sequential instruction for word recognition. Students build their foundational literacy skills in a logical progression that begins with the smallest units of sound and advances to more complex word structures. Our youngest students in 4K receive systematic and explicit instruction in phonological and phonemic awareness through daily lessons from Heggerty Phonemic Awareness. Students in kindergarten, first, and second grades continue to develop their literacy skills through daily lessons from Reading Horizons, a curriculum that uses multi-sensory approaches and emphasizes phonological awareness, letter-sound correspondence, decoding and encoding strategies, and high frequency words. Students in second through fifth grades continue developing their literacy skills through HMH Structured Literacy which continues to focus on phonological awareness, phonics (decoding and encoding), vocabulary, and comprehension. As students progress from kindergarten to fifth grade, their proficiency in decoding and recognizing words through phonological awareness, letter-sound correspondence, high frequency words, vocabulary, background knowledge and word reading accuracy and fluency are all assessed using the Amira benchmark assessment in the fall, winter, and spring.

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.

At Gateway, instructional decisions and interventions are based on the Greenville County Schools Multi-Tiered Systems of Support (MTSS) Framework which matches the students' needs to the level and type of support that would be most beneficial. Beginning in 4K, instructional decisions are based on a combination of formative and summative assessments incorporated into the Greenville County Schools 4K curriculum maps and resources as well as school-specific common formative assessments. In addition, data from the myIGDIs assessment that is administered in the fall is used to inform whole group, small, and individual instruction. The Speed DIAL-4 assessment, also administered in the fall, provides additional data on students' motor skills, conceptual knowledge, and language skills and helps identify students whose developmental needs may require further investigation and/or intervention. For students in kindergarten through fifth grade, Amira universal screener data, which is aligned to Scarborough's Reading Rope, in combination with other formative and summative assessments inform interventions both inside and outside of the regular classroom. Amira provides multiple reports including the Class Progress Report, Instructional Recommendations, Skills Status, and Skills Diagnostics reports that help guide classroom instruction as well as pinpoint specific interventions for students who need additional support. Teachers at Gateway follow the 2024–2025 Greenville County Schools ELA Tier Support Guidelines when determining appropriate interventions. Students in the 40th percentile or above (low risk) on all Amira measures and all standardized assessments and who meet expectations on common formative assessments are served in the Tier 1 setting. Students between the 25th and 39th percentile (some risk) on the Amira composite or on one or more Amira individual strands *and* other standardized assessments or whose formative assessments of power standards indicate that they are performing below expectations receive targeted isolated skill intervention within the classroom (Tier 2 with the teacher and Amira tutoring). Students who are some or high risk on one or more Amira strands and are below the 25th percentile on the Amira composite and other standardized assessments *and* whose formative assessment of power standards indicate that they are performing below expectations will receive small group reading intervention 4–5 times per week, dependent on needs, with evidence-based intervention (Tier 2 in RTI). Students who score below the 15th percentile on phonological awareness and nonsense word strands in Amira for kindergarten through fifth grade or multiple strands in other Amira assessments (fluency/comprehension) for grades 2 *and* high risk on the Amira composite and on Mastery View Predictive Assessments/SC Ready, and whose formative assessments of power standards indicate they are performing below expectations receive highest

priority for small group instruction. This instruction includes thirty minutes daily of evidence based reading intervention in addition to 90 minutes of daily reading and writing instruction in the Tier 1 setting. Students at Gateway receive interventions that include instruction from evidence-based curriculums that aligns with the Science of Reading including Reading Horizons (kindergarten through 3rd grade), Amira tutoring (kindergarten through 5th grade), and Lexia Core 5 (multilingual learners in kindergarten through 5th grade).

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.

We value the school/home partnership at Gateway. As we began using Amira to benchmark students in the fall, winter, and spring, parents are provided with the Amira Parent Report following each benchmark. This report includes not only the student's ARM score but also provides strategies for parents/guardians to support literacy development in the home environment that are tailored specifically to the student. For parents of our 4K students, there is a presentation given by our literacy specialist each winter on fostering emergent literacy. During this presentation, parents learn what emergent literacy is, specific behaviors to look for, and how they can best support their students at home as they begin reading and writing. Students in K5-5th grade have the opportunity to participate in the Greenville Drive Reading All-Stars reading challenge each year where they read books at home and complete an age appropriate reading log. Students who meet the requirements are awarded vouchers for free tickets to the Greenville Drive game where their reading is celebrated with a parade, small gifts, and a free book. At the end of the school year, we wrap up with a summer reading challenge. Students who read ten or more books over the summer turn in their reading logs when they return to school in August get to choose a new book to help build their home libraries.

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.

In addition to the Amira benchmarks, Gateway students in kindergarten through fifth grade also utilize Amira tutoring for thirty minutes each week. This yields consistent data that can be used to monitor student progress and to address individual student needs. The expected ARM score growth for students is 0.1 or greater per month or to reach the twenty-fifth percentile or higher. In addition,

second through fifth grade students take the ELA Mastery View Predictive Assessment in the fall, winter, and spring. Following each assessment, the data is analyzed by the Instructional Leadership Team to determine student strengths as well as opportunities for growth. This data is used to determine whether students might benefit from additional intervention. All student progress is monitored using the Multi-Tiered System of Support (MTSS). Students whose academic performance indicates the need for additional support are discussed in OnTrack meetings that include administration, school psychologist, instructional coach, literacy specialist, classroom teacher(s), and school counselor. A plan is devised to help that student in the area of deficit that includes specific interventions, a smart goal, and a plan for a follow up discussion and/or further recommendations. All interventions are entered into the Intervention Connection System (ICS).

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.

Teachers in Gateway's 4K program have completed LETRS for Early Childhood training. This school year, all Gateway teachers who work with students in kindergarten through third grade began year one of LETRS training. This training is based on the science of reading and helps teachers master the content and principles of effective language and literacy instruction. This intensive training model provides an in-depth look at the five pillars of good literacy instruction in both theory and practice. All teachers at Gateway participate in grade level Professional Learning Communities (PLCs). Members of the PLCs work collaboratively and use evidence of student learning to inform and improve the individual and collective practice of its members. As a school, all teachers work together as a school-wide PLC where we also work collaboratively and use evidence of student learning (benchmarks, grades, learning walks) to pinpoint specific needs for professional development in order to continuously improve the professional practice of our teachers to ensure student success.

Section G: Analysis of Data

Strengths:
SC Ready scores from 2023-2024 indicate the following strengths in ELA for our students: Writing: Language (3rd and 4th grades), Reading Literary Text (5th grade)
Possibilities for Growth:
SC Ready scores from 2023-2024 indicate the following opportunities for growth in ELA for our students: Reading Literary Text, with a specific focus on Meaning and Context and Language, Craft, and Structure (3rd and 4th grades), Writing: Inquiry (5th grade)

How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?	0
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	1
How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?	31

Section H: 2023-24 School SMART Goals and Progress Toward those Goals

Goal: Reduce the percentage of third graders scoring Does Not Meet in the spring of 2023 as determined by SC READY from 18.9 % to 16.9 % in the spring of 2024.	Progress: Spring 2024 SC Ready Data: 18.6% of third grade students were performing below grade level.
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Section I: 2024-25 School SMART Goals and Action Steps Based on Analysis of Data

Goal:	Third Grade Goal: Reduce the percentage of third graders scoring at the “Does Not Meet” level in the spring of 2024 as determined by SCReady from 18.6% to 16.6% in the spring of 2025.
Action Steps:	SC Ready scores from 2023-2024 indicate the following opportunities for growth in ELA for our students:Reading: Literary Text with a specific focus on Meaning and Context and Language, Craft, and Structure. Third grade teachers are administering monthly pre and post common formative assessments to assure current identification of strengths and weaknesses by standard. This process includes identifying individual student strengths and weaknesses that are used to plan instruction for weekly strategy groups as well as standards that should be revisited for whole class instruction. Third grade teachers will also utilize the fall, winter, and spring district benchmarks to identify areas of weakness as well as areas targeted for acceleration. In addition to data driven instruction utilized by the teacher, the literacy specialist and RTI team also push into 3rd grade classrooms to target weak standards and provide additional strategy groups. RTI will also provide one on one instruction to meet critical student needs when necessary. Gateway has one RTI teacher participating in the district’s Reading Horizons Leadership Academy and will be providing more instructional coaching focused on science of reading instruction. The instructional coach and literacy specialist will support teachers through student centered coaching and specific learning lab professional development offerings. Teachers will be instructed in the areas of standards alignment, teacher clarity, checking for student understanding throughout each lesson in multiple formats, and utilizing student self-assessment methods.