

2025-2026 Reading Plan

School Name	Gateway Elementary School
Principal Name	Susan Stubley
Principal Email	sstubley@greenville.k12.sc.us
Reading Coach/Literacy Specialist Email	kpgarrison@greenville.k12.sc.us

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 focus lessons, shared reading, interactive read-alouds, close reading, small group instruction, community writing, and independent reading and writing daily. Students develop their oral language skills through structured discussions, teacher conferences, peer conferences, read-alouds, and collaborative projects.

Teachers at Gateway utilize multiple High Quality Instructional curricular resources for ELA instruction to meet students' needs at their appropriate developmental levels. All lesson plans are based around the GCS Literacy Framework. 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. When a screener or diagnostic assessment indicates a student is below grade level, plans are developed in collaboration with teachers and interventionists through the OnTrack process. If unsuccessful, the team may revise the intervention plan, schedule RTI services or in some circumstances, the next step may include consultation with the school psychologist. This process may lead to suspecting a disability, whereby an Ed Planning meeting is scheduled. These meetings are held to plan how to remediate reading difficulties and track progress monitoring according to the needs of the student.

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. Teachers also have access to Heggerty Phonemic Awareness assessments through the Heggerty PA online platform. They use the assessment results for planning instruction and monitoring student progress with phonological and phonemic awareness skills.

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). Tier 2 interventions include: Leveled Literacy Intervention, Reading Horizons, Amira Interventions, HMH Structured Literacy lessons, HMH Fluency lesson, and/or Lexia English. 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 align 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 are also given a pack of skill set sheets, letter cards, and sentence frames that they can keep at home to continue learning and practice.

Students in K5–5th grade have the opportunity to participate in the Greenville Drive Reading All-Stars and the Greenville Triumph Read to Score reading challenges 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 or Greenville Triumph game where their reading is celebrated with a parade, small gifts, and a free book.

Teachers and interventionists send home newsletters with skills to be practiced along with strategies parents can try out. The interventionists also have helpful websites linked on their homepages for parents. Students in grades 2–4 are given a nightly or weekly reading practice with question stems to help parents stay involved.

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. Those students 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 who are targeted for possibly falling below grade level expectations and added to a watch list are tracked and kept using a Gateway specific data sheet that models the GCS data sheet. Schoolwide data is tracked and kept on the GCS Intervention Progress Monitoring Data Sheet for 25–26SY. Students identified as needing Tier 2, targeted interventions are progress-monitored monthly. Those

needing Tier 3, intensive intervention are progress-monitored every two weeks. Students identified as reading above grade level are progress-monitored to ensure expected growth is maintained or exceeded for grade-level proficiency.

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. In the 24-25 school year, all Gateway teachers who worked with students in kindergarten through third grade began year one of LETRS training. In the 25-26 school year, all Gateway teachers who work with students in kindergarten through third grade will complete year two 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. All teachers work together, as a school-wide PLC, working collaboratively and using 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.

Staff members are given monthly job-embedded opportunities for growth through ongoing PD on SCCCR ELA standards, high quality instructional materials (curriculum/HMH/Reading Horizons) across the three tiers, data analysis, transfer of learning around the science of reading into classroom practices, and strategies for interleaving parts of the curriculum through the GCS ELA Framework.

Section G: Analysis of Data

Strengths:
SC Ready scores from 2024-2025 indicate the following strengths in ELA for our students: Writing: Language.
Possibilities for Growth:
SC Ready scores from 2024-2025 indicate the following opportunities for growth in ELA for our students: Reading Literary Text.

How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?	27
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	0
How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?	2
How many eligible teachers in your school are beginning Volume 2 of LETRS this year?	27

Section H: 2024-25 School SMART Goals and Progress Toward those Goals

Please provide your previous school goals from last school year and the progress your school has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s). As a reminder, all schools serving third grade were required to use Goal #1 (below).

Goal #1: 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.	Progress: Spring 2024 SC Ready Data: 18.6% of third grade students were performing below grade level. Spring of 2025 SC Ready Data:
--	---

	7.9% of third grade students were performing below grade level.
--	---

Section I: 2025-26 School SMART Goals and Action Steps Based on Analysis of Data

Goal #1	Third Grade Goal: Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 82.2% to 84.2% in the spring of 2026.
Action Steps:	SC Ready scores from 2024-25 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's Literacy Specialist is 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. The interventionist is in year two of LETRS training and currently working on being ML certified.
Goal #2	Reduce the percentage of kindergarten students scoring "At Risk" on the Beginning of Year Benchmark in the Fall of 2025 as determined by Amira from 10% to 5% on the End of Year benchmark in the spring of 2026.

Action Steps:	All Kindergarten teachers are receiving continued support and professional development in Reading Horizons instruction with a focus on the Review and Transfer days for encoding application. Teachers and paraprofessionals will receive support from the Literacy Specialist through student centered coaching and teacher coaching. The Literacy Specialist attended monthly meetings with the district office that highlight strategies for interleaving the practices in Reading Horizons with the GCS ELA Framework. After the meetings important information and multiple “apply today” strategies are shared through in house professional development sessions.
---------------	--

Optional:

Goal #3	
Action Steps:	