

## 2025-26 Reading Plan - Robert E. Cashion Elementary

The passage of Act 114 updates The Read to Succeed Act by requiring schools and districts to prepare comprehensive reading proficiency plans that are *aligned to the science of reading, structured literacy and foundational literacy skills*.

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### Section A: Five Pillars of Reading Instruction

Teachers at Robert E. Cashion Elementary School engage students in kindergarten through 5th grade in rigorous literacy instruction to facilitate student learning and mastery of the 2024 SCCCR standards. Teachers use the HMH Into Reading textbook as a resource to support standards based instruction in whole group and small group settings. Students read a wide variety of books during classroom read alouds and independent reading time. Students participate in think-pair-share conversations with peers about these books in order to build oral language skills, vocabulary, and comprehension skills. Explicit, systematic instruction in phonological awareness and phonics skills is provided daily through Reading Horizons in grades kindergarten to 2nd grade. Teachers in all grades support students mastery of phonics skills in differentiated small groups to develop students' word recognition skills. Teachers also use research-based best practices learned through our LETRS training to deepen and adjust instruction to meet students' literacy needs. Students participate in lessons where vocabulary, fluency, and comprehension skills are explicitly taught. These lessons include reading, writing, independent reading, and small group reading and writing instruction. Shared reading (in the primary grades), read alouds, vocabulary, and grammar lessons build both students' language comprehension and word recognition skills. Students in our 4-year-old kindergarten program participate in daily Heggerty lessons to improve phonological awareness and phonemic awareness skills. Each of these components of Robert E. Cashion's curriculum plan works together to help students grow their language comprehension and word recognition skills. This rigorous instructional plan then helps them become successful readers overall-prepared to read and comprehend grade-level text and answer questions centered around state standards.

Teachers at Robert E. Cashion Elementary track student progress and adjust instruction based

on several different benchmark assessments that are given 3 times per year. Students in 4-year-old kindergarten take the MyIGDIs assessment in both math and ELA in fall, winter, and spring. Kindergarteners participate in the KRA assessment in the fall. First graders participate in MAP testing. 2nd-5th graders participate in the Mastery Connect benchmark assessment to track student progress. Students in kindergarten through 5th grade participate in the Amira benchmark assessment which provides an oral reading fluency accuracy score and other subscores that show each student's strengths and weaknesses within the strands of Scarborough's Rope including decoding, phonological awareness, high frequency words, background knowledge, and vocabulary. This data allows teachers to intentionally form small groups and differentiate instruction based on students' needs. The ARM score developed by the Amira assessment helps teachers understand a student's current performance in reading compared with grade level expectations and compared to other students in their grade.

### **Section B: Foundational Literacy Skills, Continued**

Students in 4-year-old kindergarten participate in Heggerty instruction which utilizes multi-sensory instruction such as hand motions to help students practice skills such as segmenting and blending sounds in words. MyIGDIs assessments track student progress on phonological and phonemic awareness skills such as letters and rhyme. In kindergarten through 2nd grade, students participate in explicit, systematic phonics and phonological awareness instruction through the Reading Horizons curriculum. This curriculum scope and sequence is research-based. Phonics skills build systematically as the lessons are taught to help students master skills in a progressive fashion, starting with the smallest units of sound. This systematic instruction ensures that students will master skills in an orderly fashion that will then help them improve their overall reading skills. Students are continuously monitored through Reading Horizons daily skill checks, multiskill checks which are given about once every two weeks, and through benchmark assessments. Reading Horizons includes multi-sensory approaches, such as finger tapping and kinesthetic cues for short vowel sounds, to engage the brain in several different ways as students practice phonological awareness skills, decoding and encoding skills, and mastering letter-sound correspondence. Students in grades 3-5 participate in differentiated phonics lessons in small groups, supported by the HMH Into Reading Curriculum.

Amira benchmarks are used in grades Kindergarten to fifth grade to evaluate students' ability to decode, letter-sound correspondence, high-frequency words, vocabulary, background knowledge, and accuracy and fluency. Student data is used to guide differentiated instruction to help each child grow as a reader.

### **Section C: Intervention**

Robert E. Cashion uses the GCS MTSS Framework to guide decision-making around the type of instructional support and the level of instructional support needed by each child. Amira universal screening data, along with Reading Horizons checks, observation data, and other data, were used to determine when a student needs additional support outside of the regular

classroom. The data were organized to identify 15% of students with the greatest phonological and phonemic awareness needs. These students receive explicit and systematic intervention in flexible groupings that are designed to meet their individual needs. Interventionists meet with students 4 times per week for 30 minutes. Interventionists use Reading Horizons to support mastery of phonological awareness, phonics, and fluency. Students who have mastered word recognition skills receive support using an LLI curriculum to work on vocabulary and comprehension skills. Classroom teachers also provide differentiated in-class instruction to meet specific student needs through small group instruction.

Our 4-year-old kindergarten class uses students' MyIGDIs and Dial 4 data results to drive small group and whole group instruction. Through daily Heggerty instruction and observations, our K4 teacher guides phonological awareness instruction to best meet student needs and grow their phonological awareness skills.

### **Section D: Supporting Literacy at Home**

Teachers at Robert E. Cashion Elementary prioritize positive school-to-home relationships by contacting each family at the beginning of the year to get to know them better and find ways to best support each child. Teachers then confer with each family in the fall to update them and keep them informed about their child's progress. Parents receive Amira reports after each Amira benchmark. Amira benchmarks are given in the fall, winter, and spring. These reports break down student strengths and weaknesses to help families know how to best support their child at home. Specifically, these reports show parents each child's strengths and weaknesses with reading skills such as decoding skills, phonological awareness, high frequency words automaticity, background knowledge, and vocabulary compared to other students of their child's age. An annual literacy night engages families in literacy learning and informs them of ways to best support their children's literacy learning at home. Weekly newsletters are provided by teachers to update families on the learning that is taking place in the classroom. Teachers maintain a class website with a syllabus outlining policies and learning goals for the year. Robert E. Cashion Elementary shares a weekly phone blast with parents and a monthly community newsletter to keep parents informed of upcoming school events. MyIGDIs reports were shared with families of students in our K4 program to let them know how their child is performing on phonological and phonemic awareness activities. Effective parent communication is essential for student success, as teachers and caregivers partner together to help each child become a successful reader.

### **Section E: Progress Monitoring**

Progress monitoring is completed weekly using HMH's Amira AI-based literacy software. Students are monitored based on the guidelines in the GCS MTSS & Amira Data Protocol. Students in the lowest 25th percentile, students in OnTrack, students in RTI, and all 3rd-grade

students receive Amira intervention each week. Students read stories or participate in early reading activities while the AI software analyzes their performance and provides them with targeted support in real time. Amira then produces a graph that allows teachers and interventionists to track student progress. Students are expected to grow  $>.1$  per month or to reach the 25th percentile or higher on their ARM percentile. The graphs also inform decision-making about grouping students to best meet their needs in intervention and small group instruction, communicating progress and learning needs with parents, dismissing students from intervention, or referring them to our school's OnTrack process for further support. Students identified as needing tier 2 targeted intervention or Tier 3 support are progress monitored every other week using Amira progress monitoring data, teacher observations, and accuracy assessments. Students identified as reading above grade level are progress monitored using standards-based ELA assessments, anecdotal notes, and teacher observations during differentiated small group instruction designed to provide rigorous instruction on the child's instructional level. Intervention is documented in our district's Intervention Connection System, including a starting and ending date, a goal for each child, and an advocate for the child. Our OnTrack and Intervention teams hold meetings to review student data and make adjustments to instructional plans to make sure each child is growing as a reader.

Students identified as reading above grade level are progress-monitored to ensure expected growth is maintained or exceeded for grade-level proficiency.

## **Section F: Teacher Training**

Teachers at Robert E. Cashion participate in an array of professional development opportunities to help them hone their literacy instruction.

Our K4 teacher completed her LETRS for Early Childhood certification. Grades k5-3rd grade, administration, coaches, interventionists, ML teachers, and special education teachers are currently completing their Volume 2 LETRS training this year. Teachers who are new to Robert E. Cashion, and five of our fourth and fifth-grade teachers, are working on completing LETRS Volume 1 this year. LETRS is a 2-year class that helps develop teachers' ability to instruct students in word recognition and language comprehension skills.

Teachers participate in weekly PLCs where they use data to drive instruction and answer the four questions: What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient? Teachers will analyze data from assessments such as common formative assessments to discuss strategies and adjust instruction to best meet student needs. Teachers will learn strategies for teaching vocabulary effectively to help students develop a wider vocabulary that they can use in their speaking and writing. The focus

on vocabulary learning will extend beyond the ELA curriculum into other subjects such as math.

A group of teachers from Robert E. Cashion Elementary will attend the PSLA Literacy Conference to learn new literacy strategies to improve instruction in the classroom.

### Section G: Analysis of Data

#### Strengths:

Instruction and assessment is used daily to support each of the five pillars.

- Instruction includes the systematic and explicit delivery of a research-based scope and sequence in all five components of literacy.
- High-quality instructional materials are utilized to support the five pillars.
- Instruction and assessment are aligned to the SC College and Career Ready ELA Standards.
- Literacy instruction and assessment for all students in PreK-5th grade are strongly aligned to the science of reading, structured literacy, and foundational literacy skills.
- Literacy instruction and assessment include skill development in word recognition (phonics, phonemic awareness, and sight word recognition).
- Strong evidence exists that a system is in place to provide ongoing progress monitoring to ensure reading achievement and growth for all students based on multiple data points.
- The MTSS team meets on a regular basis to review the most current progress monitoring data and to adjust instruction to reflect the latest data.
- Strong evidence exists that professional development includes the skills and knowledge needed to improve teaching and learning and is aligned to research-based principles and instructional practices.
- Teachers receive ongoing, job-embedded, grade-specific professional development and coaching support on high quality instructional materials used for all three tiers of instruction.
- Teachers receive ongoing, job-embedded, grade-specific professional development and coaching support on the SC College and Career Ready ELA Standards.
- School and district leaders attend and participate in professional learning connect new learning to classroom practices and hold teachers accountable for implementation of new practices.

#### Possibilities for Growth:

- Teachers will receive ongoing, job-embedded, grade-specific professional development and coaching support to **transfer learning** around the science of reading into classroom instructional practices.
- Establish a system to help parents understand how to help their child at home.

## LETRS

How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?	34
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	4
How many eligible teachers in your school are beginning Volume 1 of LETRS this year (or have not yet started or completed Volume 1)?	6
How many eligible teachers in your school are beginning Volume 2 of LETRS this year?	34
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: 2024-25 School SMART Goals and Progress Toward those Goals

Goal #1: Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC READY from 27 % to 24% in the spring of 2025.	Progress: We successfully met this goal this year. 21 out of 154 students scored does not meet on SC Ready in spring of 2025. That's 14%.
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### Section I: 2025-26 School SMART Goals and Action Steps Based on Analysis of Data

Goal #1	Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 56% to 59% in the spring of 2026.
Action Steps:	We will use common grade level assessments, research-based phonics instruction, including Reading Horizons in tier 1 instruction in kindergarten, 1 <sup>st</sup> grade, and 2nd grade, and small-group differentiated instruction to meet students' needs. Leadership will also support teaching through Professional Learning Communities, professional development, coaching cycles, and observations to continue to improve our school's performance. K5-3rd grade teachers, interventionists, administration, coaches, special education teachers,

	and ML teachers will participate in LETRS training to deepen their understanding of research-based, highly effective teaching to improve student outcomes.
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Goal #2	Reduce the percentage of students scoring at risk on the Amira benchmark from 26% in the fall of 2025 to 23% in the spring of 2026.
Action Steps:	Students who score in the lowest 25th percentile on Amira benchmark assessments will participate in weekly tutoring through Amira on their instructional level. They will participate in Amira tutoring for 30 minutes per week. Students will also receive differentiated, targeted literacy instruction in small groups. Teachers will use observation, Amira data, classroom assessments, and mastery connect assessment to determine appropriate grouping to make instruction as effective as possible.