

Goal #1

Cumberland County (180) Public District - FY 2026 - TISA Accountability Report - Rev 0

Goal Statement 1: 3rd Grade ELA Proficiency

70 %	of students will score proficient on the 3rd grade ELA TCAP by	Year 2030
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District Goal 1

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	34.3%	3rd Grade ELA TCAP Assessment
Year 2: 2024-2025 school year (Use actual outcome)	33.1%	3rd Grade ELA TCAP Assessment
Year 3: 2025-2026 school year	40.5%	3rd Grade ELA TCAP Assessment
Year 4: 2026-2027 school year	47.9%	3rd Grade ELA TCAP Assessment
Year 5: 2027-2028 school year	55.3%	3rd Grade ELA TCAP Assessment

* Check the response that best describes the progress made on the 2024-25 target toward Goal 1.

- ☐ Exceeded target
- ☐ Met target
- ☐ Increased but did not meet target
- ☒ Did not make progress toward target
- ☐ End of year outcome data for 2024-25 is unavailable at the time of this report

Reflection: Based on progress toward the goal, how will this impact your action plan for the coming years?

CCS did not meet the 3rd grade proficiency goal for the 24-25 school year. The goal was 37.1% and only 33.1% of students scored proficient on the 3rd grade TCAP Assessment during the 24-25 school year. CCS will prioritize 3rd grade achievement throughout the year. Reflecting on previous year practices, one area that CCS will focus on during the 25-26 school year will be the level of rigor during T1 instruction. Conducting county wide 3rd grade PLCs, analyzing 3rd grade common benchmark data, ensuring pacing guides and HQIM are being implemented with fidelity will enable CCS to accomplish this goal. During PLCs, a focus will be placed on standards alignment, exposure to HQIM for all students, lesson prep, student work analysis, and analyzing students' data. CCS will also focus on improving family engagement. A strong school and family relationship is proven to increase student achievement. Another focus area will be improving T2/T3 interventions. During intervention time, CCS will focus on using current student data for planning, using HQIM to connect to T1 instruction, and precisely monitoring progress more thoroughly.

CCS put accountability systems to ensure CCS meets the goal of 40.5% students achieving proficiency on the 3rd grade TCAP. Some systems will include data analysis, instructional walks, and coaching conversations. These changes will create a stronger trajectory toward meeting the goal of 70% proficiency by 2030.

Not meeting adequate growth this year has shown us that our current level of rigor and intervention is not sufficient. Moving forward, our plan must be more

aggressive, start earlier, and include stronger accountability systems if we are to meet the 70% proficiency goal by 2030. We must make changes that represent a shift from reactive support to proactive, system-wide accountability. By accelerating intervention, tightening standards alignment, and expanding family involvement, we will create a stronger trajectory toward the 70% proficiency goal by 2030.

Goal 1 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.
TISA funds were allocated to purchase HQIM, software, technology, and Mastery Connect. TISA funds were also used to fund summer learning camps, and RTI Coordinators and Interventionist.	\$ 1,800,000.00	HQIM were used in the 24-25 school year. In the 25-26 school year, an emphasis is being placed on implementation with fidelity to increase progress towards our goal. RTI Coordinators and Interventionist provided small group instruction based on student identified deficits in the 24-25 school year. These staff members were crucial in addressing skill gaps of students. This will continue for the 25-26 school year. A greater emphasis will be placed on more accurate data analysis and using HQIM to connect to T1 instruction.

Action Plan: List detailed strategies for the 2025-2026 school year that will be implemented to meet your annual target.

CCS did not meet the 3rd grade proficiency goal for the 24-25 school year. The goal was 37.1% and CCS had 33.1% of students who scored proficient on the 3rd grade TCAP Assessment during the 24-25 school year. CCS will prioritize 3rd grade achievement throughout the year.

Action Step 1: More rigorous T1 instruction: Teachers will implement HQIM with fidelity during T1 instruction. CCS pacing guides will be followed. Universal design for learning strategies will be used to meet the needs of all learners in the T1 classroom. Rigorous expectations for all students will be expected. Greater emphasis will be placed on daily writing tasks, comprehension with complex text, and vocabulary instruction, since TCAP item analysis shows these are areas of weakness.

Action Step 2: Strengthening K-3 Literacy foundational skills: Teachers will use the K-2 HQIM with fidelity. Data analysis will ensure a more accurate diagnosis of skill gaps that need to be addressed prior to 3rd grade.

Action Step 3: Implementing County Wide 3rd grade PLCs: All 3rd grade teachers and district and building level administrators will participate in county wide 3rd grade PLCs. During PLCs, stakeholders will share effective instructional practices. Data will be analyzed and discussed to improve student achievement. Another area of focus will be placed on deepening teachers' understanding of the 3rd grade standards. Learning walks, student work analysis, and coaching conversations will be provided by building and district level administrators.

Action Step 4: Improve family engagement: The district and school will prioritize building stronger family relationships.

Action Step 5: Improving T2/T3 Interventions: The district will emphasize analyzing student data. Through this data analysis, data teams will be better equipped to make more appropriate T2/T3 placement and decisions. During T2/T3 interventions, an emphasis will be placed on using HQIM to connect to T1 instruction. Progress monitoring and data analysis will be more rigorous.

Action Step 6 : Accountability Systems: CCS will utilize accountability systems to ensure students are making progress to increase student achievement. Building leaders will be required to submit growth reports to the district. Teachers will use TCAP and benchmark data to drive instruction and monitor growth in standards mastery. Principals and district leaders will increase walkthroughs and coaching to ensure fidelity of curriculum implementation.

Action Step 7: TNTP: The district is implementing an agreement with TNTP to focus on access for all students during T1 instruction using HQIM. Another focus area is ensuring that T2/T3 interventions are using HQIM to connect to T1 instruction. A more accurate diagnosis of skill gaps that need to be addressed will be implemented.

Action Step 8: RTI Coordinators and Interventions: RTI Coordinators and Interventionist(s) will be assigned at each school to provide small group instruction.

Our current data shows that we did not make adequate progress toward the district's long-term goal of 70% ELA proficiency by 2030. This reality highlights the urgency of adjusting our strategies and intensifying supports

Impact on the Action Plan

- Accelerated Timeline for Growth: Since we are off track, yearly growth expectations must increase. Instead of steady incremental gains, schools will need to set more ambitious annual proficiency targets and monitor them closely.

- Earlier Intervention: The lack of adequate growth in 3rd grade indicates that we must strengthen K-2 literacy foundations (phonics, phonemic awareness, decoding, fluency). Stronger literacy should reduce the number of students entering 3rd grade already behind. We will do this through monitored use of the Amplify CKLA curriculum. Teachers will teach from this curriculum with fidelity. Tier II and Tier III supports will begin in August instead of waiting for benchmark data.

Increased Intensity of Supports: Tier II and Tier III interventions will need to be expanded in duration, frequency, and personnel support. We will use resources (tutors, interventionists, teaching assistants) to work with struggling readers.

Instructional Shifts: More emphasis will be placed on daily writing tasks, comprehension with complex text, and vocabulary instruction, since TCAP item analysis shows these are areas of weakness.

Accountability and Monitoring: Building leaders will be required to submit growth reports to the district. Teachers will use TCAP and benchmark data to drive instruction and monitor growth in standards mastery. Principals and district leaders will increase walkthroughs and coaching to ensure fidelity of curriculum implementation.

Extended Learning Commitments: Summer learning camp, tutoring, and 3rd grade PLCs will be non-negotiable investments made by our staff and students rather than optional supports.

Alignment of Instruction to Standards: We will focus PD on high-leverage TN ELA standards most frequently missed on TCAP. We will also work with TNTP to focus on and improve instruction with our students with disabilities.

Family Engagement Expansion: We will invite all third grade parents to conferences to discuss and gain insight on 3rd grade ELA testing and 3rd grade retention law.

Budget Narrative: Describe how your district intends to use their budget to execute the strategies and meet the stated goal.

TISA fund will continue to be utilized to provide high quality teachers, HQIM, software, Mastery Connect, summer learning camps, and RTI and Interventionist.