

Goal 1

Cumberland County Schools (180) Public District - FY 2027 - LEA Plan - Rev 1

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 previous outcome)	33.1%	3rd Grade ELA TCAP Assessment
Year 3: 2025-2026 school year (Use actual outcome)	40.5% was the target and the actual outcome was 39.8% (Did not meet local target but met the state's 15% gap closure.)	3rd Grade ELA TCAP Assessment

* Check the response that best describes the progress made on the 2025-26 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 2025-26SY 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 25-26 school year. The goal was 40.5% and 39.8% of students scored proficient on the 3rd grade TCAP Assessment. CCS will prioritize 3rd grade achievement throughout the year.

Reflecting on previous year practices, one area that CCS will focus on during the 26-27 school year will be the level of rigor during T1 instruction. Conducting quarterly county-wide 3rd grade PLCs, analyzing 3rd grade common benchmark data, and 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. All administrators (principals and assistant principals) have been trained on the incorporation of the IPG to conduct highly effective and impactful walkthroughs.

The district has added four instructional coaches in the PreK-8 schools and incorporated teacher leaders in each building throughout the district. A vendor has

been contracted to support standards-aligned instruction professional development for the teacher leaders to incorporate in their respective buildings. Administrators will ensure that PLCs are conducted with fidelity across the district. In addition, professional development related to writing and the writing process is being provided during 2026-2027 by Merideth Myers for all K-12 ELA teachers. The district has adopted a consistent, district-wide expectation for incorporating the writing process for students.

CCS put accountability systems to ensure CCS meets the goal of students increasing ELA proficiency on the 3rd grade TCAP. Some systems 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 has shown that our current level of rigor and intervention is not sufficient. Moving forward, the plan must be more aggressive, start earlier, and include stronger accountability systems if the district is to meet the 70% proficiency goal by 2030. The district 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, Cumberland County Schools 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 used to fund personnel in the form of teachers, teacher assistants, RTI Coordinators and Interventionists. In addition, some funding was allocated for HQIM.	\$ 2,350,000.00	HQIM were used in the 2025-2026 school year. In the 25-26 school year, an emphasis was being placed on implementation with fidelity to increase progress towards the goal. RTI Coordinators and Interventionists provided small group instruction based on student identified deficits. These staff members were crucial in addressing skill gaps of students. This will continue during subsequent school years. A greater emphasis will be placed on more accurate data analysis and using HQIM to connect to T1 instruction.