



Cumberland Trace Elementary

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Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):

Cumberland Trace will go from 32% students with a disability scoring proficient and distinguished in reading on the Kentucky Summative Assessment to 48.5% by May 2026.

Cumberland Trace will go from 27% students with a disability scoring proficient and distinguished in math on the Kentucky Summative Assessment to 43.8% by May 2026.

Strategy:

- CTE will Design and Deliver Instruction to implement strategies and programs across the school to ensure students have an understanding of learning expectations, to ensure the instructional effectiveness of teachers, and to meet the Tier I instruction and assessment needs of all students.
- CTE will Design and Deliver Instruction to establish a process to support teachers' instructional effectiveness based on student data and walkthrough/observational data.
- CTE will Design, Align, Deliver Support Processes to determine which best practice strategies will meet the identified needs of students and ensure resources are aligned and address the identified needs.
- CTE will Establish Learning Culture and Environment to ensure equitable access to a meaningful and rigorous curriculum that is respectful to diverse learners and helps to be successful.

Activities:

- Student w/ Disabilities: Special education teachers will attend monthly PLCs with the grade levels that they work with to help improve rigorous instruction, communication, and collaboration. Special education resource teachers will use HMH, (Structured Literacy), Reading Mastery, Corrective Reading, Simple Solutions, i-Ready Teacher Toolbox, Unique Learning System, Edmark by Pro-Ed and teacher created lessons to help students with disabilities gain competence in reading. They will provide 30 minutes of daily supplemental reading support for all students with a disability in reading. Progress monitoring data is kept by the special education teachers.
- Special Education teachers will plan with general education teachers on a weekly basis.

Progress Monitoring:

- iReady Diagnostics; Elementary Curriculum Coordinator
- IEP Goal Tracking; Special Education Teachers

Funding:

\$5000 (Special Education Funds)

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

Goal 1: Cumberland Trace Elementary will increase proficiency in reading and math by 2028 as measured by state assessments.

-In Reading from 57% to 82% and math from 60% to 77.6%.

Objective(s):

- Cumberland Trace will go from 57% of students scoring proficient and distinguished in reading on the Kentucky Summative Assessment to 65% by May 2026.
- Cumberland Trace will go from 60% of students scoring proficient and distinguished in math on the Kentucky Summative Assessment to 68% by May 2026.

Strategy:

- Design and deploy an aligned and rigorous English/ Language Arts and math curriculum taught with fidelity to ensure strategies and programs are implemented in classrooms and measure their effectiveness on student achievement.
- Review, analyze and apply data to target gaps in student learning and to close those gaps by differentiated instruction and utilizing blended learning programs to raise student achievement.

Activities:

- Teachers follow the district pacing guides and administer common assessments. Teachers will analyze student data to aid in making instructional decisions, regrouping of flex groups and RTI groups. K-6th grade utilize HMH, i-Ready, and Amira for Reading and HMH, i-Ready, and Simple Solutions Math to improve student mastery of grade level standards.
- Teachers will collaborate in Vertical Alignment meetings monthly to ensure continuity and progression of learning from grade to grade.
- Teachers embed opportunities for constructed response questions and extended response questions into all subject areas. Teachers provided constructive feedback to students to improve students' written expression abilities.

Progress Monitoring:

Quarterly Tier II Data Team Meetings & Tier III Child Study Team Meetings, Review of grade level iReady Data, Review of HMH data- Principal, ECC, Assistant Principal , Classroom teachers, special education, EL teachers, & interventionists

Funding:

\$20,000 Title I Funds

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes ▾
English Learner Progress	Yes ▾
Quality of School Climate and Safety	Yes ▾
Postsecondary Readiness (high schools and districts only)	No ▾
Graduation Rate (high schools and districts only)	No ▾

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing ▾

Three- to Five-Year Goal:

Goal 2: Cumberland Trace Elementary will increase proficiency in science, writing, and social studies by 2028 as measured by state assessments.

-Science from 59% to 61.5%, for writing from 60% to 79.5%, and social studies from 44% to 60%

Objective(s):

Cumberland Trace will go from 59% students scoring proficient and distinguished in science on the Kentucky Summative Assessment to 67% by May 2026.

Cumberland Trace will go from 60% students scoring proficient and distinguished in writing on the Kentucky Summative Assessment to 68% by May 2026.

Cumberland Trace will go from 44% students scoring proficient and distinguished in social studies on the Kentucky Summative Assessment to 52% by May 2026.

Strategy:

Design and deploy an aligned and rigorous science curriculum with fidelity to ensure strategies and programs are implemented in classrooms and measure their effectiveness on student achievement.

Activities:

Science teachers follow the district pacing guides for the Amplify Science curriculum and give formative and summative unit assessments that includes constructed responses. Teachers analyze student data which aids in making instructional decisions. They scaffold lessons, make connections to real world situations and reteach science standards to ensure rigor.

Teachers will utilize a variety of resources to engage students in science instruction such as: Amplify, Simple Solutions Science, Picture Perfect Science, Science Assessment Probes, hands on STEM activities, Mystery Science activities, Generation Genius lessons, Cognia assessments, and hands on experiments. C-E-R (Claim, Evidence, Reasoning); multiple select questions, extended responses, and District Common Assessments.

Social studies teachers follow the district/school pacing guides and give formative and summative unit assessments that includes constructed responses & DBQs, Simple Solutions, and bell ringers. Teachers analyze student data which aids in making instructional decisions. They scaffold lessons, make connections to real world situations and reteach social studies standards to ensure rigor.

Writing/ELA teachers follow the district pacing guides and give formative and summative unit assessments that includes constructed responses. Teachers analyze student writing and give feedback which aids in making instructional decisions. Teachers will also utilize a universal pre-writing resource. Fifth grade writing will use the common district on-demand curriculum on which they attended professional development this summer.

Progress Monitoring:

KSA Data, Observations, Amplify Unit Tests, District Common Assessments created in Edulastic, Weekly formative Simple Solutions Science Assessments, HMH Writable and assessments.

Funding:

\$10,000 in Title I Funds

Priority Indicator #2: English Learner Progress ▾

Three- to Five-Year Goal:

Goal: Cumberland Trace Elementary will increase EL proficiency results by 2028 as measured by state assessment from 58.0 % to 63 %.

Objective(s):

Cumberland Trace will increase EL proficiency results by May 2026 as measured by state assessment from 58% to 61%.

Strategy:

Cumberland Trace will design and deliver instruction to implement strategies and programs to ensure students have an understanding of learning expectations, to ensure the instructional effectiveness of teachers, and to meet the Tier I instruction and assessment needs of all students.

Cumberland Trace will Design, Align, Deliver Support Processes to determine which best practice strategies will meet the identified needs of students and ensure resources are aligned and address the identified needs.

Activities:

Training in Ellevation's best practices for working with EL students will be provided to EL staff and classroom teachers. This will include providing tools and strategies for engaging and accelerating EL students in Listening, Speaking, Reading, and Writing. Vista EL Curriculum will be used throughout the district for all EL pull-out services. Instruction will target the specific areas of needs for students as they relate to the WIDA standards.

Progress Monitoring:

- Student Work Samples
- KSA Scores
- ACCESS Scores
- iReady diagnostic assessment scores

Funding:

\$5,000 Title I Funds

Priority Indicator #3: Quality of School Climate and Safety ▾

Three- to Five-Year Goal:

Goal: Cumberland Trace will increase our Quality of School Climate and Safety indicator for Climate from 81.3 to 86.3 and for Safety from 75.7 to 80.7 by 2028.

Objective(s):

- Objective 1: (PBIS) Maintain Gold status as measured by the PBIS Tiered Fidelity Inventory (TFI) by May 2026.
- Objective 2 -Office Discipline Referral data will reflect less than 1 office referral per day, per month average by May 2026.
- Objective 3: Increase the Employment Engagement Studer Survey score on the item: "I have the opportunity to provide input on decisions that affect my job." from 4.02 to 4.5 by May 2026.
- Objective 4: Increase the score on the Studer Parent Survey score on the item: "I receive positive phone calls, emails, or notes about my child from the school" from 3.87 to 4.0 by May 2026.

Strategy:

- Cumberland Trace will Design, Align, and Deliver Support Processes to school leadership, personnel, and PBIS teams to develop and refine PBIS processes, procedures, behavior management, including mental health support integration.
- Cumberland Trace will Design, Align, and Deliver Support Processes to implement school and district-wide behavioral support and management systems, training, and Leader in Me SEL curriculum implementation support.
- Cumberland Trace will Establish Learning Culture and Environment by implementing school culture improvement and development initiatives as described under activities.

Activities:

- Positive Behavioral Interventions and Supports (PBIS): -School based, monthly PBIS/ISF Tier I, 2, & 3 meetings. PBIS/ISF team training and support. Integration of mental health supports.
- Trauma Informed Practices: Annual cultural proficiency training; Formation/Implementation of Trauma Team alongside the PBIS/ISF Team; Monthly Trauma Informed meetings
- Social Emotional Learning: Implementation of Social Emotional Learning (SEL); curriculum-implemented daily using Leader in Me, and teacher-created materials
- Behavior Support: Leader in Me implemented; Recognition of appropriate student behaviors through Positive Office Referrals, Weekly Golden Tiger, Leader of the Month, Win Wall, Boys to Men, Leading Ladies, Quarterly Sharpen the Saw celebrations, Tiger Tickets, etc. Ongoing PBIS behavior support and coaching from school-based and District Intervention staff.

Positive Note tracker is used with all homeroom teachers to ensure all students receive a positive note

Progress Monitoring:

- PBIS Tiered Fidelity Inventory; Assistant Principal & Guidance Counselors
- ISF Implementation Inventory; Assistant Principal & Guidance Counselors
- PBIS team meeting agendas and note; Assistant Principal & Guidance Counselors

Funding:

\$5,000 using SCX6 funds