

Cumberland Elementary School
School Annual Education Report (AER) Cover Letter

February 10, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which supplies key information on the 2020-21 educational progress for Cumberland School. The AER addresses the complex reporting information required by federal and state laws. The school's report has information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Cumberland principal, Martha Rusesky, for help.

The AER is available for you to review electronically by visiting the following website [Cumberland Combined AER](#) or you may review a copy in the main office at your child's school.

For the 2020-21 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels.

At Cumberland School we continually assess the growth and progress of our students in core academic areas to seek ways to improve academic achievement. Using this data, teachers set up goals and instructional plans for our students. Cumberland's 2019 M-Step results shows an achievement gap in the areas of math and reading between the top 30% and the bottom 30% of students within the school. To target needs, our attention continues to be focused on these academic areas and targeted student groups using available funding to help aid us in this endeavor.

We will continue to use a multi-tiered approach to instruction using frequent progress monitoring to guide decision making. Guided math and reading instruction (small groups) will be used at least 4 times per week to differentiate instruction. Classroom teachers will provide tier 1 and 2 interventions while support staff (Literacy teacher, ESL teacher, instructional assistant, resource room teacher) will provide a 3rd layer of support where needed. All staff will use student data notebooks with documentation of all monitoring data. Grade level collaboration groups will meet monthly to analyze, interpret, and use the data to adjust instruction and plan lessons.

State law requires that we also report additional information:

PROCESS FOR ASSIGNING PUPILS TO SCHOOL

Students are assigned to Cumberland School based on the schools of choice option or specialized educational needs. Cumberland offers students a broad spectrum of student support services including support for English Learner students (ELs) and Autistic Spectrum Disorder (ASD) students.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN AND MICIP

During the 2019-20 school year, Cumberland School completed a Comprehensive School Data Profile/Analysis and a 3–5-year school improvement plan. Major emphasis in the plan included focused improvement in language arts and mathematics. During the 2020-21 school year, The Michigan Continuous Improvement Process (MICIP) replaced the school improvement plan. MICIP is a pathway for districts to improve student outcomes by assessing whole child needs to develop plans and coordinate funding. Cumberland School continues to work toward the development of academic skills across all core subject areas on a daily basis, including social/emotional development. Professional learning communities have been established to discuss common assessments, data analysis classroom instruction, and the development of appropriate response plans for struggling learners.

DESCRIPTION OF IMPLEMENTATION AND ACCESS TO THE CORE CURRICULUM

Cumberland School curriculum is aligned with the state's model curriculum, with no known variances. The Common Core State Standards (CCSS) have been fully implemented and are used along with Priority Standards as the basis for the curriculum at all levels. The curriculum is continuously reviewed and revised as necessary by members of the School Improvement Team to meet student needs. Data derived from state and district assessments is used to monitor student achievement and improve academic quality. Curriculum documents are available on the MDE (Michigan Department of Education) website at www.michigan.gov and the LSD (Lansing School District) website at www.lansingschools.net.

AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL
COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Students take part in state and local assessments to identify gaps in the curriculum and make necessary adjustments to ensure student success. Please visit our school website, <http://www.lansingschools.net/cumberland>, to review the Annual Report.

IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY
PARENTS AT PARENT-TEACHER CONFERENCES

During the 2019-20 school year, 94% of our parents attended fall parent-teacher conferences. During the 2020-21 school year, 92% of our parents attended fall parent-teacher conferences.

Cumberland School is proud of its students' academic accomplishments. Continued success will be made possible through the collaborative efforts and dedication of all involved in the education of our students.

Sincerely,

Martha Rusesky, Principal
Cumberland School