



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

January 1, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for Cumberland School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Cumberland principal, Martha Rusesky, for assistance.

The AER is available for you to review electronically by visiting the following website: <https://goo.gl/bm8snQ> or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. 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 in an effort to seek ways to improve academic achievement. Using this data, teachers establish goals and instructional plans for our students. Cumberland's 2016 M-Step results show an achievement gap in the areas of math and reading between the top 30% and

the bottom 30% of students within our school. In an effort to target needs, our attention will be focused on these academic areas and targeted student groups using available funding to help assist us in this endeavor. In our 2016-17 School Improvement Plan we have included a multi-tiered approach to instruction that utilizes frequent progress monitoring to guide decision making. Guided math and reading instruction (small groups) will be utilized at least 4 times per week to differentiate instruction. Classroom teachers will provide tier 1 and 2 interventions while support staff (literacy teacher, ELL teacher, instructional assistant, resource room teacher) will provide a 3rd layer of additional support where needed. All staff will utilize student data notebooks with documentation of all research-based intervention strategies utilized along with related progress 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 THE SCHOOL

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

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

During the 2015-16 school year, Cumberland School completed a comprehensive School Data Profile/Analysis and a 3-5 year school improvement plan. Major emphasis in the plan include focused improvement in language arts and mathematics. 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. Cumberland monitors and evaluates its School Improvement Plan on an ongoing basis. Goals and strategies are revised based upon current assessment data and the academic needs of students.

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 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 website, www.michigan.gov and the LSD website at www.lansingschools.net.

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

Students participate 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/schools/early-learning/cumberland-school>, to review the Annual Report and additional assessment data.

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

During the 2015-16 school year, 245 or 90% of our parents attended fall parent-teacher conferences. During the 2016-17 school year, 266 or 95% 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