



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

April, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 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 web site [Cumberland AER](#) or you may review a copy in the main office at your child's school.

For the 2018-19 school year, schools were identified using new 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 in an effort to seek ways to improve academic achievement. Using this data, teachers establish goals and instructional plans for our students. Cumberland's 2018 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 2018-19 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, ESL 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 Learner students (ELs) and Autistic Spectrum Disorder (ASD) students.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

During the 2018-19 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 2018-19 school year, 266 or 95% of our parents attended fall parent-teacher conferences. During the 2018-19 school year, 90% 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

Martha Rusesky, Principal
Cumberland School

State law requires that we also report additional information. <TO HAVE THIS LETTER MEET THE STATE REQUIREMENTS, EACH SCHOOL SHOULD PROVIDE A REPORT FOR THE **TWO MOST RECENT YEARS** ON THE FOLLOWING:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL
2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN
3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL
4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS
6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES
7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:
 - a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)
 - b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)
 - c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)
 - d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT>

<SCHOOL OFFICIAL SHOULD WRITE A CLOSING PARAGRAPH OF CONGRATULATIONS AND/OR ENCOURAGEMENT.>

Sincerely,

<SCHOOL OFFICIAL SIGNATURE>