

**PLANNED IMPROVEMENT FOR SCHOOL**

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan

**Target Areas**

Based on the state, local and building assessment results, as well as informal methods of assessment from the 2007 - 2008 school year, the principal, Team Leaders, Student Services Team, and the professional staff at Cumberland Elementary School have identified the content areas of Reading and Mathematics, as well as participation in the Positive Behavior Interventions and Supports (PBIS) Network as areas of focus during the 2008 - 2009 school year.

**Measurable Goals**

1. 85% of students will meet or exceed standards on the 2009 ISAT Reading Assessment.
2. 95% of students will meet or exceed standards on the 2009 ISAT Mathematics Assessment.

**Activities**

In order to support the achievement of measurable goals, the professional staff at Cumberland Elementary School will:

- focus on the utilization of exceptional identification and intervention strategies for at-risk students.
- identify, review, and evaluate meaningful professional development experiences.
- utilize the principles of Professional Learning Communities.
- integrate Charlotte Danielson's framework for professional practice in to professional conversations and decision-making.
- maintain and expand collaborative and communicative relationships with parents / guardians.
- identify effective research-based and data-driven instructional strategies that contribute to an increased percentage of students meeting proficiency standards.
- conduct frequent progress monitoring of at-risk students for early identification of student needs and offer substantive opportunities for meaningful interventions.
- analyze formative and summative assessment data to maintain and improve student success.
- continue the implementation of a building-wide block of time to improve student study and organizational skills.
- use a systemic method of data collection, analysis, and progress monitoring to inform decision-making.
- purchase instructional materials as needed for high-quality differentiated instruction.

- implement instructional practices such as differentiation and flexible grouping to encourage effective pedagogy as a framework to support student achievement.
- focus on grade-level outcomes and common assessments.
- expand our use of systemic Response to Intervention practices.
- participate in professional development experiences that offer learning opportunities for the identification of effective practices in literacy and writing instruction.
- enhance the structure of the Student Services Team to support classroom teachers in identifying student learning needs and delivering effective interventions.

### **Assessment**

The Cumberland staff will assess student progress through the analysis of local assessment measures (i.e. ISEL, MAP, and AIMSWeb probes). State standardized testing (ISAT) will also interface with local assessment data to inform instructional decisions.

### **Communication to the Public**

Progress will be communicated to the public via newsletters, PTO meetings, and through parent gatherings such as Open House and parent / teacher conferences. A copy of the School Improvement Plan will be available on the school's website. As necessary, periodic updates will be provided.

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