



**Strategic and
Continuous School Improvement
and Achievement Plan
2026-2027**



School Name:	Cumberland Road Elementary
School Address:	13535 Cumberland Road Fishers, Indiana 46038
School Telephone Number:	(317) 594-4170
School Fax Number:	(317) 594-4179
School DOE Number:	2470
Corporation DOE Number:	3005

CRE Committee Membership:

Bridget Westerfield, Principal

Lauren Doran, Assistant Principal

Amy Loughman, School Counselor

Katie Turean, Instructional Coach

Callie Owens, Kindergarten Teacher, Title 1 Parent Liaison

Lexi Kaner, Art Teacher

Jordan Auble, Kindergarten Teacher

Allison Asbury, 1st Grade Teacher

Jami Cook, 2nd Grade Teacher

Don Koewers, 3rd Grade Teacher

David Greiwe, 4th Grade Teacher

Robin Sweany, Special Education Teacher

Susie Meyer, Special Education Teacher

Jenny Filka, ENL Teacher

Ashley Ritsema, Parent

About Cumberland Road Elementary:

Cumberland Road Elementary (CRE) is one of thirteen elementary schools in the Hamilton Southeastern (HSE) school district located in Fishers, Indiana just north of 131st Street and Highway 37. Hamilton Southeastern is the fourth largest school district in the state of Indiana with over 21,000 students. Cumberland Road Elementary proudly serves 454 students in kindergarten through fourth grade. CRE's population is made up of the following demographic groups: White (63.2%), Black (14.8%), Hispanic (8.1%), Multiracial (8.6%), Asian (5%), American Indian/Alaskan Native (0.2%). There are 22 different home languages spoken at CRE with 62 students (13.6%) qualifying for English as a New Language (ENL) services. 9% of students at CRE have been identified as exceptional learners.

The median household income for the city of Fishers, IN is \$130,203 with 21.6% of HSE students qualifying for Free/Reduced Lunch. CRE's Free/Reduced rate is 24.3%. Due to the historically higher socioeconomic need and risk factors, CRE is one of two elementary schools in the district that receives Title 1 support. Through Title 1 funding, CRE has additional certified staff dedicated to implementing reading support and interventions. It is important to note for future data points that HSE completed redistricting in the spring of 2026 that impacted the population at CRE. After redistricting, the overall school population dropped by 15 students, the Free/Reduced rate dropped by 10%, the number of students qualifying for ENL services dropped by 5%, and number of exceptional learners dropped by 2%.

Cumberland Road Elementary was built in 1980, had an addition added in 1994, and underwent a complete renovation in 2018. During the latest renovation, large classroom windows to the hallway were installed to highlight the active learning taking place in each room. Attached small group rooms, collaborative seating options, and a project lab connected to the spacious media center are other updates that created an inspiring and welcoming learning environment. With the support of the CRE PTO and community, CRE created an outdoor learning area in the school courtyard with a long winding sensory path, a custom sheltered outdoor classroom, and a collection of playhouses used for imaginary play that mimic key locations in our beautiful city, called The Village at CRE.

Cumberland Road Elementary has an A rating from the Indiana Department of Education. There are 65 staff members at CRE that are aligned in the school's vision and dedicated to fulfilling the school's mission of helping all students achieve their highest potential.

Cumberland Road Elementary Mission Statement

Cumberland Road Elementary will provide an educational experience to every student that challenges them to achieve their highest potential. Our students will be caring and responsible citizens eager to navigate and positively impact the ever-changing world.

Cumberland Road Elementary Vision Statement

We want to be a school that...

- Values all learners by meeting their social, emotional, physical, and academic needs.
- Engages learners in rich, authentic, and relevant learning experiences.
- Empowers students by developing critical thinking skills.
- Fosters family, community, and global partnerships.
- Establishes a culture of professional collaboration, accountability, and respect.

Cumberland Road Elementary School Improvement Plan, 2024-2027
2026-2027 School Year

Goal #1: Academic Achievement in English Language Arts

Problem statement with baseline and current data:

- On the 2024 ILEARN assessment, the proficiency level for CRE students in ELA was 56% for both 3rd and 4th grade. This was 6 percentage points below HSE's district average in 3rd grade and 7 percentage points below HSE's district average in 4th grade.
- On the 2025 ILEARN assessment, the proficiency level for CRE students in ELA was 61% for 3rd grade and 60% for 4th grade. This was the district average for 3rd grade and 6 percentage points below HSE's district average in 4th grade.
- On the 2026 ILEARN assessment, the proficiency level for CRE students in ELA was 68% For 3rd grade and 63% For 4th grade.

Expected Outcome:

Our target is to increase student proficiency on the ILEARN ELA assessment during the 2026-2027 school year, while also closing the achievement gaps that exist among the demographic groups represented at CRE. The plan to achieve this outcome is outlined below.

3 rd Grade ELA	Overall	Asian	Black	Hispanic	Multi-racial	White	Low SES
2024 Baseline	56% (102 students)	38% (8 students)	55% (11 students)	44% (18 students)	50% (10 students)	64% (55 students)	50% (46 students)
2025 Target	60-65%	50-60%	60-65%	50-60%	60-65%	65-70%	60-65%
2025 Reported	61% (97 students)	40% (10 students)	36% (11 students)	25% (12 students)	38% (8 students)	80% (55 students)	44% (32 students)
2026 Target	65-75%	60-70%	65-70%	60-70%	65-70%	80%	65-70%
2026 *Reported	68% (113 students)	46% (13 students)	65% (20 students)	50% (12 students)	65% (20 students)	80% (61 students)	63 % (41 students)
2027 Target	80%	80%	80%	80%	80%	80%	80%

*The 2026 ILEARN scores should not be compared to previous years scores due to a shift to Through-year assessment and re-norming. We maintain a goal of 80% for the 2027 Target.

4 th Grade ELA	Overall	Asian	Black	Hispanic	Multi-racial	White	Low SES
2024 Baseline	56% (106 students)	50% (8 students)	33% (12 students)	21% (14 students)	67% (6 students)	67% (66 students)	42% (36 students)
2025 Target	60-65%	60-65%	50-60%	50-60%	70-73%	70-73%	50-60%
2025 Reported	60% (106 students)	33% (12 students)	42% (12 students)	47% (17 students)	56% (9 students)	75% (55 students)	37% (30 students)
2026 Target	65-70%	65-70%	60-70%	60-70%	73-76%	76-79%	60-70%
2026 *Reported	63% (96 students)	30% (10 students)	30% (10 students)	39% (10 students)	71% (7 students)	80% (55 students)	64% (36 students)
2027 Target	80%	80%	80%	80%	80%	80%	80%

*The 2026 ILEARN scores should not be compared to previous years scores due to a shift to Through-year assessment and re-norming. We maintain a goal of 80% for the 2027 Target.

Goal #2: Student Growth in English Language Arts

Problem statement with baseline and current data:

- For the 2023-2024 school year, 58% of CRE students met their individual growth targets on the Reading NWEA assessment.
- For the 2024-2025 school year, 72% of CRE students met their individual growth targets on the Reading NWEA assessment.
- For the 2025-2026 school year, 79% Of CRE students met their individual growth targets on the Reading NWEA assessment.

Expected Outcome:

Our target is to increase the number of CRE students meeting their individual growth targets on the NWEA Reading assessment during the 2026-2027 school year.

ELA	Overall	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade
2024 Baseline	58%	73%	54%	69%	55%	48%
2025 Target	75-85%	80-85%	75-85%	80-85%	75-85%	75-85%
2025 Reported	72%	82%	65%	76%	72%	68%
2026 Target	85-95%	85-95%	85-95%	85-95%	85-95%	85-95%
2026 Reported	79%	84%	72%	85%	81%* Winter	70%* Winter
2027 Target	100%	100%	100%	100%	100%	100%

Goal #3: Academic Achievement in Math

Problem statement with baseline and current data:

- On the 2026 ILEARN assessment, the proficiency level for CRE students in Math was 68% for 3rd grade and 70% for 4th grade. This was 6 percentage points below HSE's district pass rate in 3rd grade and 3 percentage points below HSE's district pass rate in 4th grade.

Expected Outcome:

Our target is to increase student proficiency on the ILEARN Math assessment during the 2026-2027 school year, while also closing the achievement gaps that exist among the demographic groups represented at CRE. The plan to achieve this outcome is outlined below.

3 rd Grade Math	Overall	Asian	Black	Hispanic	Multi-racial	White	Low SES
2026 Baseline	68%	61% (13 students)	60% (20 students)	50% (12 students)	34% (6 students)	78% (61 students)	61% (41 students)
2027 Target	72%	67%	67%	60%	49%	79%	67%
2028 Target	76%	74%	74%	70%	64%	80%	73%
2029 Target	80%	80%	80%	80%	80%	80%	80%

4 th Grade Math	Overall	Asian	Black	Hispanic	Multi-racial	White	Low SES
2026 Baseline	70%	50% (10 students)	16% (13 students)	30% (10 students)	71% (7 students)	93% (55 students)	53% (36 students)
2027 Target	73%	60%	37%	47%	74%	93%	62%
2028 Target	76%	70%	58%	63%	77%	93%	71%
2029 Target	80%	80%	80%	80%	80%	80%	80%

Goal #4: Student Growth in Mathematics

Problem statement with baseline and current data:

- For the 2025-2026 school year, 69% (324 out of 471 students) of CRE students met their individual growth targets on the Math NWEA assessment.
 - K-2nd 77% Met Fall to Spring Growth Goal
 - 3rd-4th 57% Met Fall to Winter Growth Goal

Expected Outcome:

Our target is to increase the number of CRE students meeting their individual growth targets on the NWEA Math assessment during the 2026-2027 school year.

Math	Overall	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade* Fall to Winter	4 th Grade* Fall to Winter
2025-2026 Baseline	69%	79%	77%	77%	68%*	45%*
2026-2027 Target	79%	86%	84%	84%	78%	63%
2027-2028 Target	89%	93%	92%	92%	89%	81%
2028-2029 Target	100%	100%	100%	100%	100%	100%

CRE Action/Professional Development Plan 2026-2027

Goal Oriented Action Plan: ELA Academic Proficiency & Growth				
Professional Development Strategy	Resources Needed	Progress Monitoring	Timeline	Person Responsible
Utilize data effectively to create targeted small group instruction and plan for differentiation within core instruction and MTSS that meets the diverse needs of students and supports their growth in language arts	- DIBELS data - NWEA data - IREAD data - ILEARN data - WIDA data - Aimsweb	Analysis of available data - DIBELS data - NWEA data - IREAD data - ILEARN data - WIDA data - Aimsweb	2026-2027 School Year	- MTSS Coordinators - Administration - Certified teaching staff - Instructional Assistants
Identify and implement next steps (reading plan) for students who are at risk of not passing IREAD and the ILEARN ELA Assessment.	- 2026 ILEARN/IREAD Scores - NWEA Projected Proficiency Reports - NWEA Student Profile - DIBELS - WIDA - Grade Level WIN Time	- Reading NWEA data - DIBELS - ILEARN checkpoints - Phonics screeners - Spelling inventories	2026-2027 School Year	- MTSS Coordinators - Certified teaching staff - School leadership team
Continue to apply a comprehensive approach to foundational reading skills that address the areas of phonics, phonemic awareness, decoding and encoding that support long-term reading development	- UFLI - Heggerty - Flyleaf Decodable Books - HMH Foundational Skills - HSE Literacy Resource Guide - IDOE ELA Standards Frameworks - IDOE ELA Assessments Frameworks	- Reading NWEA data - WIDA - DIBELS - Spelling inventories - Phonics screeners - Cluster cycle evaluation - Collaboration agendas/notes - Learning walks	2026-2027 School Year	- Certified teaching staff - School leadership team
Create a school-wide literacy rich learning culture.	- Student access to books at school and home - Intentionally scheduled literacy-based student and family events - Literacy within related arts - Teacher input	- Reading NWEA data - DIBELS data - ILEARN Checkpoints - WIDA data - Analysis of library checkout data	2026-2027 School Year	- Certified teaching staff - School leadership team

Continue to implement writing instruction anchored in the Science of Reading.	- 2026 ILEARN Scores - DIBELS -WIDA data -K-6 Writing Sequences -Cluster Collective Commitments	- Writing rubrics -Learning Walks	2026-2027 School Year	- Certified teaching staff - School leadership team
Analyze current and previous assessment data to identify specific areas of need and set individual and group targets for improvement	- DIBELS data - NWEA data - IREAD data -ILEARN data -WIDA data -Student created goals	- Analysis of all data - Response to data in instruction - Cluster cycle evaluation - Collaboration time agenda/notes -Quarterly data meetings	2026-2027 School Year	- Certified teaching staff - School leadership team
Goal Oriented Action Plan: Math Academic Proficiency & Growth				
Provide targeted professional development through the NIET Cluster Framework for math focusing on effective instructional strategies in the areas of Process Standard 1, Geometry, Measurement, & Data Analysis	-IDOE math guidance -IDOE math frameworks -ILEARN math blueprint and item specifications -Savvas math curriculum -HSE checkpoint correlation guides grades 3-4 -HSE math resource guide	-Walkthrough & observation data -Cluster evaluation data -NWEA Math data -ILEARN Math data -iReady data -Classroom Math Assessments	2026-2027 School Year	-School leadership team (ILT & ALT)
Utilize data effectively to create targeted small group instruction and plan for differentiation within core instruction and MTSS that meets the diverse needs of students and supports their growth in language arts & math.	-iReady data - NWEA data -ILEARN data -Aimsweb data -Reflex/Frax	-iReady data -NWEA data -ILEARN data -Aimsweb data -Classroom assessments	2026-2027 School Year	-Certified teaching staff -School leadership team
Analyze current and previous assessment data to identify specific areas of need and set individual and group targets for improvement	-iReady data - NWEA data -ILEARN data -Student created goals	- Analysis of all data - Response to data in instruction - Cluster cycle evaluation - Collaboration time agenda/notes -Quarterly data meetings	2026-2027 School Year	- Certified teaching staff - School leadership team

Math Field Testing & Coaching Cycles to support High-Quality Math Instruction	-IDOE math guidance -IDOE math standards frameworks -IDOE math Assessment frameworks -IDOE Math Process Standards frameworks -ILEARN blueprint and item specifications -Savvas math curriculum -HSE checkpoint correlation guides grades 3-4 -HSE math resource guide	-Observational data of Math Process Standards & teacher actions	2026-2027 School Year	-Instructional Coach -School leadership team (ALT & ILT)
Continue to foster connections between CRE staff and CRE students and families.	- Attendance incentives - HSE Journey of a Student - Intentionally scheduled student and family events - Increased volunteer opportunities - Academic practice home opportunities shared with all families -Weekly school and classroom newsletters with personal messages	- ILEARN/NWEA data - Student attendance data - Attendance communication tracking - Discipline data - MTSS data - Parent surveys	2026-2027 School Year	- Certified teaching staff - School leadership team
Refine CRE's Tiered behavior system and universal supports to establish a proactive, positive, and safe environment that promotes optimal social-emotional and behavioral outcomes for all students	-SEL Curriculum (HSE Scope & Sequence) - School-wide/Tier 1 PBIS data - PBIS Tier 2 & Tier 3 Progress Monitoring data - Skills Instruction/Lesson Plans -Common language surrounding expectations	-Think Sheet data -Individual Student Success Plan data -T2-T3 progress toward exit criteria - Skyward referrals	2026-2027 School Year	-All CRE staff