



School Improvement Plan

Cedar View Elementary School

Cedar Springs Public Schools

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Introduction

The School Improvement Plan is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Cedar View Elementary serves approximately 540 students in a rural/suburban fringe area, located 20 miles north of Grand Rapids, Michigan. The population of Cedar Springs hovers around 3,500 people with approximately 11% of citizens completing a college degree. We have a balance of economically disadvantaged and non-economically disadvantaged students (48% are / 52% are not). Our demographics show over 95% white and less than 5% other. The school district serves as the epicenter of the community, programming various types of programming for people of all ages. 50% of the instructional staff is new to Cedar View in the last four years.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

"Cedar View will provide a high quality, world class education that ensures success for every child through exemplary teaching and learning."

That statement is backed by the work done at Cedar View on a daily basis. A focus on instruction, from the administrator on down, is what anchors our work. We have spent the last 4 years learning about the "Gradual Release Model of Responsibility" as the district instructional model. We have learned via book study, videos, observation and reflection, and evaluation. The district chose the 5D+ model for teacher evaluation from the Center for Educational Leadership. Professional development and staff meetings over the past year have had a heavy emphasis on learning that model.

Student data is being analyzed and evaluated on a daily basis. The evaluation scores of teachers and the building administrator are tied to those numbers and within teacher teams, PLC's, and evaluation conversations, those scores are dissected and plans are put in place for improvement. We are in the third year of using the IGOR data warehouse, supported by the ISD. This has allowed teachers, the instructional support coach, and the building administrator to easily access and analyze student data.

Our school works to support the whole child. Our number one building goal for the year is to support students to become better people. All students will set a personal goal with their teacher and develop a plan to monitor their progress throughout the year. We have allocated staff meeting time to discuss the strategies we are using, how the goal setting process is going, and to share how students are progressing towards their goals. Our emphasis on the "Habits of the Mind" allows us to help mold the character of our students. 5 of the habits are marked on their report card and students are recognized for using their habits. We have started a "positive behavior committee" to better recognize and reinforce those habits with students. That committee plans assemblies focused on rewarding students for positive behaviors and building wide activities to promote positive behaviors. We also have partnered with Arbor Circle and referred over 50 families per year in our building to get counseling and other supports.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Cedar View is an NCA accredited school.

The 4th grade and 5th grade scores are a result of our instruction from the current year. Previously, we have been on an upward trend using MEAP data for the past three years. In the 2014-2015, school year students began taking the M-STEP test. Based on these assessments, 5th grade language arts and social studies scores are below state averages. 5th grade math scores are above state averages. All three scores from 4th grade (math, language arts, and science) are below state averages.

Areas to improve on include language arts, science, and social studies. Utilizing the learning lab and computer lab to become familiar with the technology used to take the M-STEP test would benefit students.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Cedar View has made an emphasis to rid the school of bullying. It is emphasized on the daily announcements, during the "Big Idea" assemblies, and promoted through the "Be Nice" initiatives. Students have also started a "stop bullying" club. All bullying reports are investigated as directed by board policy, and harsh consequences are given to students who are found to be bullying others.

Our staff is committed to continuous learning. Teachers participate in over 60 hours of professional development and PLC. Cedar View is a group committed to working above and beyond to provide the best learning experience for all students.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process
Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The school improvement planning and development process has an increased involvement by all stakeholder groups. Parents and teacher survey data notes that communication and inclusiveness are strengths of the building administrator.

Our BMT (Building Management Team) meets each month and is comprised of a teacher representative from each grade level and the administrator. It is also open to all teachers. This group discusses everything that is happening in the school and allows teachers to voice the thinking of their grade level. The grade level representatives then share that information during monthly grade level meetings.

The EMT (Educational Management Team) meets once per month to discuss students who are considered at risk. That team is comprised of the building administrator, instructional support coach, a special education provider, the school psychologist, and the classroom teacher. Parents are also informed that their child has been brought to the team and what the plan for intervention is.

All staff members are given at least two surveys during the year that allowed the administrator to gather information about school culture, student learning, and the job performance of the administrator. That information is then summarized and sent out to stakeholders.

Student thinking is welcomed on a daily basis, but specifically through the "Student Leadership Team." Each classroom has two representatives and the team meets at least once a month. The administrator has weekly communication with parents, throughout school and summer months, to keep families involved in school operations. From those emails, parents respond with thinking, fill out surveys, and are able to give valuable feedback on how Cedar View is performing in their eyes.

All of these forums allow for various voices to be heard and data gathered is used when forming or altering the school improvement plan for Cedar View. All parents are invited to participate through surveys and attend school improvement parent meetings. Other parents are selected to support the school improvement team throughout the year. The highest frequency of communication happens on a daily basis between parents and staff members.

All parents, students, and staff members in the district were given the opportunity to complete an Advance Ed survey this year.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Cedar View provides opportunities for all stakeholder groups to share their thinking about the school improvement plan and process. This feedback guides the development of and revision of the plan. The critical pieces of our reflecting and planning process consist of surveys and daily communication with staff, students, and parents. The school improvement team is comprised of the building administrator, instructional support coach, a teacher from each grade level, and one parent representative. A school improvement parent meeting is held at least once a year.

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Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

Cedar View provides opportunities for all stakeholders to participate in the forming and revision of the school improvement plan and process. A summary of the improvement plan will be shared with all stakeholders throughout the school year. This year, it was given to parents at the beginning of the year open house but is being adjusted to a more user-friendly form. Some of the information will go on the Cedar View Data Wall. A meeting is held early in the year to share the plan with parents. The information is also available on the building website.

Other components are sent out via email and into staff handbooks. As student achievement scores come in during the year, the email and data wall keep stakeholders informed of progress. Staff see this data as part of Professional Development/staff meetings and have the time to analyze it.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

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Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Performance Data Document

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
3.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modes decline.	Level 2

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

In reading during the 2015-2016 school year, our students in both 4th and 5th grade are achieving higher SRI scores, as a grade level average, than ever before. In writing, during the 2015-2016 school year, our 4th graders are performing well above past students on their Lucy Calkins writing assessments.

In math, our 4th grade students are performing than any group in the last 3 years on their Everyday Math unit assessments. On the 2011-2014 MEAP assessments, our students consistently scored well above state averages in math and reading. On the 2014-2015 M-STEP in math, our 5th grade students achieved 10% points higher than the state average.

Describe the area(s) that show a positive trend in performance.

The SRI scores, both in percentage of students proficient, as well as overall grade level averages, has increased for both grade levels over the last 3 years.

District assessments in writing for both 4th and 5th grade, Science for both grades, and Math in 4th grade show a positive trend.

Which area(s) indicate the overall highest performance?

Reading as judged by the SRI and the MEAP.

Which subgroup(s) show a trend toward increasing performance?

The 4th grade group of students with disabilities is showing a positive trend in performance in reading during the 2015-2016 school year.

Between which subgroups is the achievement gap closing?

Based on the Reading MEAP data between 2013-2014, our 5th grade students that are economically disadvantaged increased their proficiency.

Which of the above reported findings are consistent with findings from other data sources?

Our building data has been analyzed through 3 different lenses. Our district assessment data primarily coincides with the MEAP data that we had received for the past 3 years. That data stated our students were performing above state levels in math and reading, which our district data showed similar progress. The data also was comparative in that the writing, science, and social studies MEAP data was right about at state averages and our district data had little fluctuation.

A major difference for us was the data from M-STEP. In that data, our students were performing below state averages in ELA and at state averages in math, science, and social studies.

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Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

In our district data for 2015-2016 for 5th graders in math, they are performing similar to last year's students, but lower than the group two years ago.

With the 2014-2015 MSTEP, our students performed lower than state averages in the 4th and 5th grade ELA, 4th grade math, and science and social studies.

Describe the area(s) that show a negative trend in performance.

In the 2014-2015 and 2015-2016 school year our current 5th graders have stayed on a below grade level trend as assessed by Everyday Math unit assessments.

Which area(s) indicate the overall lowest performance?

Based on district assessment data, 5th grade math in the 2015-2016 school year. Based on the MSTEP from 2014-2015, the ELA for our current 5th grade students was lowest.

Which subgroup(s) show a trend toward decreasing performance?

From 2012-2014, our students with disabilities showed a decreasing trend of performance in science.

Between which subgroups is the achievement gap becoming greater?

As judged by the 2012-2014 MEAP tests, the subgroup of students that are economically disadvantaged and those that are not economically disadvantaged showed an increased gap in science and social studies.

Which of the above reported findings are consistent with findings from other data sources?

Our building data has been analyzed through 3 different lenses. Our district assessment data primarily coincides with the MEAP data that we had received for the past 3 years. That data stated our students were performing above state levels in math and reading, which our district data showed similar progress. The data also was comparative in that the writing, science, and social studies MEAP data was right about at state averages and our district data had little fluctuation.

A major difference for us was the data from M-STEP. In that data, our students were performing below state averages in ELA and at state averages in math, science, and social studies.

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Report Summary

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

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Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		stakeholderfeedbac kdatadocument201 5-2016(1).pdf

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60% Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

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Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Parent Survey: Communication from staff regarding student progress (4.34), school activities (4.43), and offering a welcoming school environment (37 open response comments) scored highest with parents.

Staff Survey: School provides qualified staff to support students (4.52), the school has a continuous improvement process (4.48), School leaders expect staff to hold all students to high academic standards (4.43) as well as teachers participate in collaborative learning communities across grade level and content (4.29) scored highest with staff.

Student Survey: Teachers want me to produce my best work (4.97), staff wants all students to learn (4.93), and teachers care about students (4.92) scored highest with students.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Parents: In previous years, parents desired increased communication of his/her child's teacher to share student progress. Currently, with a

4.29 response rate, this appears to be an area of progress. Similarly, parents desired student reports in user friendly language and scored it as a (4.34), as compared to previous years, this was an area of growth.

Staff: In previous years, staff had shared similar sentiments about collaboration and learning expectations for students.

Students: Students continue a positive trend of feeling cared for and supported by staff members.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

This is the first survey of this kind given to all 3 stakeholder groups in recent memory in our district. Other surveys in the past of all 3 stakeholder groups have shows that students feel cared for and supported, staff feels a high level of collaboration, and parents feel there is a high level of communication in the building.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Parents: The score of 3.68 was given based on the statement the school's governing body does not interfere with the operation or leadership of the school.

Staff: The score of 3.07 was given based on the statement the school's governing body does not interfere with the operation or leadership of the school.

Students: The lowest level of satisfaction (4.02) was that students were not asked about liking school.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Parent: As compared to previous year's perceptions, parents' concern with the governing body interference with operation and leadership seemed to be a decrease in satisfaction (3.68). Also as compared to previous years' use of financial resources, parents' opinions are trending in decreased satisfaction (3.87).

Staff: As compared to previous years' staff perceptions of the governing body interference with operation and leadership, there is a decreased satisfaction (3.07). The school's governing body complies with all policies, procedures, laws, and regulations scored (3.21) was also trending toward decreased satisfaction.

Students: Students continue to be bothered by how students treat/disrespect adults (4.33).

What are the implications for these stakeholder perceptions?

Parents: According to parent survey results, dissatisfaction with the governing body's interference with operation and leadership was evident. Possible questions of action moving forward might include, "How might a sense of transparency be built between the governing body and parent community?" and "How might the working relationship between the governing body and the individual buildings' operation and leadership be improved?"

Staff: According to staff survey results, dissatisfaction with the governing body's interference with operation and leadership was evident. Possible questions of action moving forward might include, "How might we build feelings of value within our staff?" and "How can we maintain longevity within our staff?"

Students: Students may be sharing a desire for more feedback, ownership, or choice in the daily schedule. Without this voice, they may have a perception of not feeling heard. One question moving forward for Cedar View is "How might we utilize our student leadership team in a way to get student voice involved in planning?"

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Additional feedback sources were not given during the same time period, to the same stakeholders, with similar questions. Comparing feedback results from our building two years ago would have included a completely different set of parents, students, and district leadership. Comparing our current results with previous results from a different time period is unlikely to give comparable data.

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Report Summary

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Overall, our enrollment continues to grow, at a rate of approximately 6% over the past three years. During that time, our students with disabilities program has also increased by nearly 20%. Our free-reduced student lunch count rose from 2009-2012, but has stabilized to around 50% since then.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Our attendance numbers have fluctuated during our partnership with KSSN and our K-8 attendance procedure. When that initiative began in 2009-2010, we had 35% of students missing 10 days or more. During our best year, in 2012-2013, we had 14% of students missing 10 days or more. In the 2014-2015 year, we had 19% of students missing 10 days or more. Our average daily attendance hovers around the 97% mark.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

The data shows that there has been an annual reduction in office referrals and suspensions for general education students. While the overall population of students with disabilities has increased, and at the same time, the overall number of suspensions has stayed at a similar percentage.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

One action has been a partnership with the Kent School Services Network (KSSN) which houses a community-school coordinator and a mental health clinician in our building. Those employees support the social, emotional, and even financial needs that a student/family has. Our Educational Management Team (EMT) meets monthly to discuss the academic, behavioral, and emotional needs of students and develops plans of support. Our "building a culture" team at school works to support students and encourage them to use their habits of mind thru character education. This school year we also started a focus on students setting goals based on behavior and personal characteristics.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

The school instructional leadership is made up of the administrator, part time (50%) instructional support coach, professional learning community leaders, school improvement team members, and grade level representatives. Within that group, we have varied levels of educational experience, from 2 years thru 22 years. The impact that has is a combination of different methods, styles, education, and philosophies being combined to best support students.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

Our years of teaching experience varies from 2 year to 29 years. There are high percentages of teachers in both the 5-10 year experience range as well as 15-20 years. That combination of experience and teachers recently finishing undergrad schooling and/or additional degrees, allows us to collaborate and emphasize proven best practices with new research and techniques to support student learning.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

99% of the days the administrator spent out of the building during the 2014-2015 school year and 100% of the days so far in the 2015-2016 year were due to professional learning and/or personal business and not illness. Student achievement can be impacted in both ways due to the absences. The increased professional learning of the school leader, when it is brought back to staff, positively impacts new learnings that supports strategies for students. On the negative side, when the administrator is not in the building, distractions from teaching sometimes are not supported in the same way, which can negatively impact student learning.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

The positive side is that when teachers miss days for professional learning, that learning is brought back and applied in the classroom, which positively impacts students. The downside to those days missed is that the quality of instruction on those days is not at as high of a level.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

Our challenges are due to a lack of cultural diversity within our teaching staff, within the gender of our staff, and the economic upbringing our staff has had. The strong majority of our staff is of white/caucasion females raised in a middle class background. The challenge for our staff is to read, learn, listen, and empathize with those of different backgrounds and do our best to support those students.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

The strands that stood out as biggest strengths in the Interim Self-Assessment are "purpose and direction" as well as "using results for continuous improvement."

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

The strand standing out as our biggest challenge is Standard 4: Resources and Support Systems.

12. How might these challenges impact student achievement?

These challenges might impact student achievement due to the limited technology resources available. Although we have enough technology resources to support our curriculum, any use of technology outside of the curriculum may prove to be a challenge in scheduling, sharing, and supporting the resources. The limited resources also pose a challenge of successfully integrating technology into daily teaching and learning in each classroom. Students' limited, consistent interaction with technology impacts their depth of knowledge and flexibility with devices.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

In order to better equip students with technology skills, Cedar View has transformed the library into a 21st century learning lab. The learning lab is providing students with consistent access to Google Chrome books in order to increase student research and technology skills. We plan to continue adding a variety of technology resources as finances are raised throughout the school year.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

Students with disabilities have accommodations written into their IEPs or 504 plans. Based on their specific needs, any intervention program is available to support these students. The special education providers, administrators, teachers, and parents give input about which intervention programs might best support the needs and growth of these students.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

All third grade students are tested using the CogAt test to gather data for 4th grade placements. Placements include: Extended Learning Opportunities. Advanced Learning Plans are offered in reading and math, Gifted and Talented placements are offered in all areas, and differentiation within the regular workshop model is available within all areas.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Students are identified based on the data of the CogAt test given in third grade. The parents of qualifying students are notified by letter and also are invited to an evening parent meeting with the Gifted and Talented coordinator. Students are then placed in gifted and talented classrooms or ALP students with other qualifying students.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

The state content standards are being implemented with fidelity in our building due to adopted curriculum programs, pacing guides, common assessments, data reporting dates in a common data warehouse (IGOR), and frequent alignment check-ins. This is true of all content areas in our fourth and fifth grade building.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

N/A

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

45% of our 4th grade students hit the 775+ mark on the end of the year SRI assessment as opposed to 41% last year. In 2014-2015, 30% of students far exceeded the mark and 11% were closing in on the expectation. 46% of our 5th grade students hit the proficiency mark of 875+ at the end of year benchmark. In 2014-2015, 42% of students far exceeded the mark and 21% were closing in on the expectation.

During the 2015-2016 school year, the SRI scores have increased for both grade levels. During our middle of the year check, our 4th grade SRI average was 73 points higher than the previous year and the 5th grade average was 25 points above the previous year.

While both of our grade levels performed above state averages on the reading portion of the MEAP from 2011-2014, our 2015 M-STEP scores in reading were below state level.

19b. Reading- Challenges

We still have approximately 50% of our students who are not hitting the benchmark at the end of the year. Based on a recommendation by SRI, those expectations have been slightly adjusted for next year.

Another challenge is analyzing why our students read at higher levels than ever before as judged by the SRI, and previously by the MEAP, but that did not hold true in our M-STEP scores.

19c. Reading- Trends

For two straight years, our reading proficiency numbers, as reflected upon based on our end of the year SRI assessment, hover around 43–48%. We have a higher percentage of students that are "approaching the standard." Our SRI averages for each grade level have increased in each of the last 3 years.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Both of our grade levels are looking deeper into guided reading for the 2015-2016 school year. Reading is the focus of our 4th grade PLC and we purchased materials and they are receiving professional development in guided reading. We are also be looking at some revisions to our teaching points of our reading curriculum. We also have added 2 full time interventionists that support approximately 50 students on a daily basis. We are hoping to continue that level of staffing for next year.

20a. Writing- Strengths

This is our 3rd year using the Lucy Calkins units as the basis of our writing curriculum. In 2014-2015 in 4th grade, we saw dramatic improvements on our district assessments. Students proficiency numbers jumped up 14%, 17%, and 18% in their end of unit assessments. In 5th grade, student scores were of similar proficiency to the previous year, but of significantly higher than how those students performed as 4th graders.

In 2015-2016, our scores in 4th grade are 9% higher on unit 1 and 3% higher on unit 2. In 5th grade, we are 4% higher on unit 1 and 10% lower on unit 2.

20b. Writing- Challenges

Teachers now have two years under their belts using the new writing curriculum. Another 1/4 of our staff went to the writing training over the summer to deepen their knowledge base. We continue to work to get a higher percentage of students to the proficiency target and are trending in the right direction.

A challenge is to analyze the impact of the writing portion on the ELA portion of the M-STEP.

20c. Writing- Trends

The trend in year #3 is that each 4th grade group is scoring higher than the previous group on each unit assessment. 5th grade had significantly higher scores in 2014-2015 than 2013-2014, but slight fluctuation this year.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

The plan in writing is to continue to improve as instructors in year #3 of curriculum implementation. Teacher teams and PLC's spend time each month discuss writing strategies, analyzing student work, and discussing scoring/rubric. We will continue to look for opportunities to receive professional development in the Calkins writing program for those who are new or not yet trained.

21a. Math- Strengths

We are in year #3 of collecting and storing math assessment data, based on 15 district assessments, given under a common testing protocol and assessment expectations. We now are in year #3 comparing data to analyze. In 2014-2015 our 4th grade students entered scoring 7% lower on the beginning of the year assessment than the previous group, but that gap was closed to 2% less by the end of the year. 5% more of our 5th grade students hit the proficiency mark on the end of the year test than the previous year.

In the 2015-2016 school year, our 4th graders are performing higher than any of the last three groups on each unit assessment given so far.

On state testing during 2012-2013 and 2013-2014, our students performed above the state average on the MEAP. In 2015-2016, our 5th grade students exceeded state averages by 10%.

21b. Math- Challenges

During 2014-2015, only 23% of our students, in each grade level, hit the proficiency mark on the end of the year assessment. While students score much higher on the unit assessments, the beginning, middle, and end of the year tests, produce much lower results.

In 2015-2016, the unit scores of our 5th grade students are similar to last year, but not above those averages.

Our 4th grade students performed 4% under the state average on the MSTEP in Math, which is the first time in 3 years we have been under the state average for either grade.

21c. Math- Trends

Going on three years of data we now have, there are trends we are beginning to notice. We are starting to notice students who are not hitting the standard on any of the 15 assessments. We are compiling more math data than ever before, both by our classroom teachers as well as interventionists. That is allowing for us to see what concept gaps students may have and develop plans to support them.

Another trend is that our unit scores continue to climb in 4th grade.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We will move into year #3 of math workshop in the classroom and allow for peer visits, lab classroom, and professional development specific to that initiative. We are in year #2 of math intervention support during the school day. 2 staff members were hired in January of 2016 and support approximately 60 students a day. Classroom teachers will continue to analyze math data, on their own, in teacher teams, as well as in PLC's. Our EMT will use that math data to help write plans of support for students.

We will also continue to analyze how the M-STEP scores trend in coordination to our Everyday Math unit assessments.

22a. Science- Strengths

Using new science assessments from "Battle Creek Science," we now have a year of baseline data and are in year #2 of collection. Our 4th grade chose Science as their focus area in 2014-2015 and spent much of their PLC time this year focused on Science instruction, better understanding the assessments, and developing common learning goals and success criteria. Both grade levels now have consistent pacing guides in Science.

Our data so far this year on those assessments shows an increase in unit 1 assessments for both grade levels, by 4% in 4th grade and by 8% in 5th grade.

22b. Science- Challenges

Student levels of proficiency on science assessments ranges from 42-48% between the two grade levels on assessments given so far this year.

Our MEAP and MSTEP scores are consistently right around state averages, +3% on the 2013-2014 MEAP and -2% on the 2014-2015 MSTEP.

22c. Science- Trends

We are now in the second year of science assessment data, based on new scoring system, developed and implemented. Unit assessment data so far shows a positive trend in overall proficiency. State assessment data is consistently right around state averages.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

During this 2015-2016 school year, we are collecting our 2nd year of science data using the new assessments. 4th grade revisited their learning goals and success criteria at the beginning of the year PLC and will monitor throughout the year. Teachers are also beginning to experiment with more of a workshop model when instructing in Science.

23a. Social Studies- Strengths

This is our first year with a full transition from History Alive to the Oakland units for Social Studies. Teachers are able to experiment with the teaching points and pacing guide that has been created. We continue to revisit the pacing guide and teaching points during PLC times.

23b. Social Studies- Challenges

The Oakland units do not have specific common assessments. We have developed assessments based on the main teaching points in the Oakland units. We will also be revising the pacing guide and teaching points to a manageable level for teachers. This will be a year of baseline data for us in Social Studies.

23c. Social Studies- Trends

No specific trends, other than our MEAP and MSTEP scores are right around state averages.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

This is a major area of focus for Cedar View for the 2015-2016 school year. Teacher expectations have been made very clear in terms of pacing, curriculum, and assessments. That will allow us to gather a year of baseline data on students.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data. Which area(s) indicate the overall highest level of satisfaction among students?

Student survey data shows that they are feeling cared for by Cedar View staff, the fact that we focus on student learning, encouragement of personal best, variety of spaces to learn, technology, and preparation for future grades.

24b. Student Perception Data. Which area(s) indicate the overall lowest level of satisfaction among students?

How other students treat teachers, safety & cleanliness, and staff asking student opinions about school

24c. Student Perception Data. What actions will be taken to improve student satisfaction in the lowest area(s)?

In order to address student respect toward teachers, staff will continue praising students that make positive, respectful choices. The 20152016 building focus of helping students to become better people is a building wide action taken to address these concerns. Students will also be reminded about the general expectations of human interactions at school. Our Family Night Committee will be adding an additional Family Night to encourage parental participation in school events. Staff will reflect on our security drills and share noticings with students.

25a. Parent/Guardian Perception Data. What area(s) indicate the overall highest level of satisfaction among parents/guardians?

Reporting of academic progress in easy-to-understand language, quality staff to support student learning, clearly stated purpose statement, communication, and preparation for future success.

25b. Parent/Guardian Perception Data . What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

The governing body (superintendent/Board of Education) not interfering with operation and leadership, effective use of financial resources.

25c. Parent/Guardian Perception Data . What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

To address the lowest areas of satisfaction, staff might encourage parents to become more involved through Board of Education meetings, PTO meetings, and School Improvement meetings.

26a. Teacher/Staff Perception Data What area(s) indicate the overall highest level of satisfaction among teachers/staff?

Staff is qualified, staff is collaborative across content areas, high academic standards

26b. Teacher/Staff Perception Data What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

Governing body (superintendent/BOE) maintaining distinction between its roles/responsibilities and those of school leadership, acquisition plan and support of technology.

26c. Teacher/Staff Perception Data What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

A new district-wide budget system (zero-based budgeting) will allow for some building discretion when it comes to technology support.

27a. Stakeholder/Community Perception Data What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

Communication from Cedar View to key stakeholders.

27b. Stakeholder/Community Perception Data. What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

Stakeholders feeling like they have a variety of avenues, outside of email and a parent meeting, to be part of the decision making process.

27c. Stakeholder/Community Perception Data. What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

Our school improvement team will be researching other ways to include those stakeholders in key building decisions.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Our strengths center around teaching and learning and the consistent strides we make towards improving that at Cedar View. We also better communicate "our brand" as well as what happens at Cedar View on a daily basis to key stakeholders. Three challenges seem to rise above others for Cedar View. One is a guaranteed and viable Social Studies curriculum, with common pacing and assessments. Another is the need for a consistent behavior support program that includes consequences and supports. The final one is a plan for tier 3 intervention for students in all content areas.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

The challenges all impact student achievement. Our demographics, including increased classroom numbers, with nearly 50% free-reduced lunch, mean students coming to school with multiple life challenges. The teacher feedback on a discipline system that supports them and students directly impacts student achievement on a daily basis.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

The school improvement plan contains components of all of these focus areas for the coming school year. The academic areas become part of our regular structure of monitoring in staff meetings, teacher team meetings, and PLC's. Other components are addressed by our school improvement team or building management team. Our school district has structures in place for these areas to be implemented and monitored.

School Additional Requirements Diagnostic

Cedar View Elementary School

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools. Cedar View Elementary School

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	In reading, students in grades 1-3 are measured by the Fountas and Pinnell reading scale. The Scholastic Reading Inventory (SRI) is used to measure reading levels in grades 4-5. All students in grades 1-5 take unit assessments as well as a beginning of the year, middle of the year, and end of the year in the Everyday Math program.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	Located on the district website, www.csredhawks.org . http://www.csredhawks.org/nod/e/943	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	Located at the middle school. Please contact Sue Spahr (616-696-9100) with questions.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	See previous question and middle school for response.	

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Jo Spry, Assistant Superintendent of Teaching and Learning, 204 East Muskegon Street, Cedar Springs, MI, 49319, 616-696-1204. Located at www.csredhawks.org	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		2015-2016 CV parent involvement plan

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Parent Compact

Cedar View Elementary School Cedar View Elementary School

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	Plan uploaded.	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The needs assessment was developed over the course of the 2013-2014 school year. It was reviewed and revised over the course of the 2014-2015 and 2015-2016 school years. The primary group was the school improvement team which consisted of the building administrator, instructional support coach, two teachers, and a parent representative. This team met on multiple occasions during the school year to dissect all critical components. Members of the school improvement team worked collaboratively to gather data and information for the needs assessment. The group also solicited thinking from larger teacher, parent, and student groups. The teacher representatives brought information back to their grade level team meetings, had conversations, and brought that thinking back to the school improvement team. Our parent representative, in coordination with building administrator, held a school improvement parent meeting in the evening to further hear parent voice and ensure that was included in the needs assessment.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Give a brief description of the school Cedar View Elementary is a 4th/5th grade building within a rural district located approximately 20 miles north of Grand Rapids. Cedar View is comprised of 30 certified staff members serving approximately 530 students. Our staff works collaboratively to create an atmosphere of support, encouragement, and high expectation for all students.

Demographic (Student Body at a minimum) NOTE: This includes mobility, discipline, and attendance data.

-Free/Reduced Lunch: 48%

-EL: <1%

-SWD: 4th Grade: 14% 5th Grade 11%

-Male: 284 Female: 242

-Ethnicity: 90% Caucasian

-Attendance (daily avg): %97

-Mobility:

o 2012-2013: in (34) out (29)

o 2013-2014: in (10) out (9) as of Dec. 2013

o 2014-2015: in (56) out (45)

* 2015-2016: in (37) out (29)

-Homeless: 0.007%

-Enrollment Trends: Overall enrollment has increased by 6.75% since 2009-2010 school year to present.

2015-2016: 541

2014-2015: 534

2013-2014: 510

2012-2013 494

2011-2012: 485

2010-2011: 481

2009-2010: 480

3. Student Achievement

What was discovered:

AYP

2010-2011: Yes, Grade A

2011-2012: Yes, Grade B

2012-2013: Yellow (60-70%), Safe Harbor

2013-2014: Lime (71-85%)

2014-2015: First year of M-STEP (Lime)

State's Top to Bottom List

2012: #77 percentile

2013: #74 percentile

2014: #80 percentile

2015: None give for 1st year of M-STEP

4th Grade Math

All percentages represent those proficient on MEAP testing

All Students: 56% (2012) 50% (2013) 37% MSTEP (2015)

Male: 60% (2012) 43% (2013)

Female: 52% (2012) 59% (2013)

White: 58% (2012) 53% (2013)

Econ Disadv (ED): 48% (2012) 30% (2013)

Non EconDis (NED): 63% (2012) 68% (2013)

Students with Disabilities (SWD): 21% (2012) 25% (2013)

All Except Students with Disabilities (NonSWD): 58% (2012) 54% (2013)

Two or more races: <10 (2012) 9% (2013)

4th Grade Reading

All percentages represent those proficient on MEAP testing

All Students: 75% (2012) 70% (2013) 34% for ELA on MSTEP (2015)

Male: 71% (2012) 66% (2013)

Female: 79% (2012) 75% (2013)
White: 78% (2012) 71% (2013)
Econ Disadv (ED): 70% (2012) 59% (2013)
Non EconDis (NED): 81% (2012) 80% (2013)
Students with Disabilities (SWD): 20% (2012) 41% (2013)
All Except Students with Disabilities (NonSWD): 78% (2012) 74% (2013)
Two or more races: <10 (2012) 55% (2013)

4th Grade Writing

All percentages represent those proficient on MEAP testing
All Students: 55% (2012) 46% (2013)
Male: 41% (2012) 32% (2013)
Female: 67% (2012) 65% (2013)
White: 57% (2012) 48% (2013)
Econ Disadv (ED): 43% (2012) 28% (2013)
Non EconDis (NED): 67% (2012) 64% (2013)
Students with Disabilities (SWD): 42% (2012) 12% (2013)
All Except Students with Disabilities (NonSWD): 55% (2012) 52% (2013)
Two or more races: <10 (2012) 18% (2013)

5th Grade Math

All percentages represent those proficient on MEAP testing
All Students: 62% (2012) 61% (2013) 43% on MSTEP (2015)
Male: 66% (2012) 59% (2013)
Female: 57% (2012) 62% (2013)
White: 63% (2012) 62% (2013)
Hispanic: <10 (2012) 50% (2013)
Econ Disadv (ED): 51% (2012) 46% (2013)
Non EconDis (NED): 72% (2012) 74% (2013)
Students with Disabilities (SWD): 19% (2012) 28% (2013)
All Except Students with Disabilities (NonSWD): 65% (2012) 63% (2013)

5th Grade Reading

All percentages represent those proficient on MEAP testing
All Students: 81% (2012) 80% (2013) 45% on ELA on MSTEP (2015)
Male: 80% (2012) 80% (2013) Female: 81% (2012) 80% (2013)
White: 80% (2012) 80% (2013)
Hispanic: <10 (2012) 75% (2013)
Econ Disadv (ED): 77% (2012) 78% (2013)
Non EconDis (NED): 84% (2012) 82% (2013)
Students with Disabilities (SWD): 46% (2012) 47% (2013)
All Except Students with Disabilities (NonSWD): 83% (2012) 82% (2013)

5th Grade Science

All percentages represent those proficient on MEAP testing

All Students: 19% (2012) 20% (2013) 11% on MSTEP (2015)
Male: 22% (2012) 22% (2013)
Female: 16% (2012) 18% (2013)
White: 20% (2012) 20% (2013)
Hispanic: <10 (2012) 17% (2013)
Econ Disadv (ED): 12% (2012) 13% (2013)
Non EconDis (NED): 26% (2012) 26% (2013)
Students with Disabilities (SWD): <10 (2012) 5% (2013)
All Except Students with Disabilities (NonSWD): 20% (2012) 21% (2013)

6th Grade Math

All percentages represent those proficient on MEAP testing
All Students: 40% (2012) 58% (2013)
Male: 46% (2012) 59% (2013)
Female: 35% (2012) 57% (2013)
White: 42% (2012) 60% (2013)
Hispanic: <10 (2012) 31% (2013)
Econ Disadv (ED): 27% (2012) 44% (2013)
Non EconDis (NED): 51% (2012) 70% (2013)
Students with Disabilities (SWD): 8% (2012) 20% (2013)
All Except Students with Disabilities (NonSWD): 44% (2012) 62% (2013)

6th Grade Reading

All percentages represent those proficient on MEAP testing
All Students: 78% (2012) 80% (2013)
Male: 73% (2012) 77% (2013)
Female: 82% (2012) 83% (2013)
White: 79% (2012) 80% (2013)
Hispanic: <10 (2012) 75% (2013)
Econ Disadv (ED): 70% (2012) 75% (2013)
Non EconDis (NED): 84% (2012) 84% (2013)
Students with Disabilities (SWD): 30% (2012) 37% (2013)
All Except Students with Disabilities (NonSWD): 83% (2012) 84% (2013)

5th Grade Social Studies - 18% on MSTEP (2015)

6TH Grade Social Studies

All percentages represent those proficient on MEAP testing
All Students: 28% (2012) 28% (2013)
Male: 33% (2012) 29% (2013)
Female: 24% (2012) 27% (2013)
White: 30% (2012) 30% (2013)
Hispanic: <10 (2012) 8% (2013)
Econ Disadv (ED): 13% (2012) 15% (2013)
Non EconDis (NED): 40% (2012) 40% (2013)

Students with Disabilities (SWD): <10 (2012) 4% (2013)

All Except Students with Disabilities (NonSWD): 31% (2012) 31% (2013)

Core content data below represents 4th/5th students (2013-2014). All percentages represent proficiency on grade level District standard assessments.**

4th Grade

Math:

Beginning of Year: 16% (2013) 9% (2014)
10% (2015)

Middle of
Year:

38% (2013) 35% (2014) 51% (2016)

5th Grade Math

5% (2013) 12% (2014) 6% (2015)

56% (2013) 53% (2014) 50% (2016)

4th Grade Reading

SRI (beg of year): 41% (2013) 37% (2014) 48% (2015)

SRI (November): 43% (2013) 42% (2014) 47% (2015)

SRI (EOY): 59% (2014) 54% (2015)

5th Grade Reading

53% (2013) 49% (2014) 54% (2015)

50% (2013) 45% (2014) 52% (2015)

51% (2014) 54% (2015)

4th Grade Writing

Unit 1 (narrative): 38% (2013) 52% (2014) 61% (2015)

Unit 2 (informational): 54% (2013) 61% (2014) 71% (2015)

Unit 3 (opinion): 52% (2013) 70% (2014)

5th Grade Writing

60% (2013) 52% (2014) 56% (2015)

73% (2013) 71% (2014) 64% (2015)

73% (2013) 72% (2015)

4th Science

Unit 1 (Energy Transfer) - 42% (2014) 46% (2015)

Unit 4 (Organisms in their Environment): 35% (2014)

Unit 2 (States of Matter): 43% (2014)

Unit 3 (View from Earth): 46% (2015)

5th Science

Unit 4 (Systems and Survival): 40% (2014) 48% (2015)

Unit 1 (Objects in the Sky): 45% (2014)

Unit 2 + 3 (Forces in Motion): 27% (2014)

4th Social Studies

Thinking Like a Political Scientist: 87% Secure (2015)
Secure (2015)

5th Social Studies

Understanding of the Constitution & Bill of Rights: 46%
Secure (2015)

4. Program/Process (the School Process Rubrics 40/90 at a minimum)

-Strength area: Teaching and Assessing for Learning - Within this strand we identified specific areas of strength. One component was the guaranteed and viable curriculum that is now delivered in both grades 4 and 5. Along with the curriculum implementation, we now have common assessments and pacing guides. Another important piece is consistent use of the "Gradual Release of Responsibility" as the instructional model used by all staff. In addition, professional development for teaching staff is offered within the district centered on key district initiatives such as cognitive coaching, adaptive schools strategies, and the gradual release model. Teacher collaboration structures such as PLC's and teacher teams support our collaborative environment. Teachers are also able to learn from and with each other during lab classroom and peer visits. Further instructional support comes from conversations with the instructional coach and administrator.

-Growth area: Resources/Support Systems - We identified specific areas of growth within this component. This is the second year collecting consistent Science data based on a specific grading rubric.

An area of growth includes common Social Studies assessments which have been teacher-created based on the new Oakland County units we are using. Obstacles include larger class sizes, communication with parents about facility maintenance, and the technology plan and infrastructure for Cedar View.

5. Perceptions (Parents and Staff at a minimum)

Teachers notice the content level struggles as well as those gaps with economically disadvantaged as well as special education students. Much of the staff perception centers around the lack of support many of those who are disadvantaged get once they leave school at 3:30. In the special education realm, we are implementing a continuum of services, from full-inclusion, to a combination of inclusion and pull-out, to a self-contained room. We are gathering staff feedback on how that is impacting students both socially as well as academically.

This is an area where we have received feedback from students but we need to more specifically survey parents. The first step which we have taken is consistently making them aware of our data on both state assessments and district assessments. That is being done in my weekly email, our data wall within our school that has all of those scores, and in communication from teachers. A next step would be sharing these specific gaps and getting their thinking.

Parent Survey:

34% of Cedar View parents completed the 2012-2013 survey. Strengths included: strong focus on reading growth (97%), teaching the 'whole child' supported by Habits of Mind (98%), presenting a welcoming environment (97%), providing a friendly community (96%), and professional communication between parents and teachers (85%). (Percentages represent those responses indicating 'strongly agree' or 'agree'). For the 2014-2015 school year, we had nearly 40% of parents complete the survey. Parents scored our building highest in the areas of "effective instruction," "caring for their child," and "communication." Growth areas included inconsistencies in homework, class size, and further information on their child's academic standing. This past year, approximately 24% complete our Advance-Ed parent survey, but the end of year building survey will likely yield much larger numbers. School staff caring for students and areas in teaching and learning were our strongest points. Technology, allocation of resources, and school security were noted for areas to improve.

Areas of Growth: class size, differentiation for high-achieving students, inconsistencies in homework given, and further information on their child's academic standing.

Teacher Survey

Strengths: Cedar View goal for 2015-2016 of making students better people and focus on staff meetings on that, focus on the whole child, collaborative learning opportunities for students, willingness to try new ideas/strategies/approaches, staff collaboration, desire to pull in the same direction, and how the staff goes above and beyond for students. Areas of Growth: inconsistencies in report cards and grading, technology, and supporting our most challenging student behaviors.

RESULTS (What are the GAPS that were uncovered by looking at the 4 types of data? :

Student Achievement

What data was reviewed: M-STEP, MEAP, and district assessments

Content Areas - Science and Social Studies were the primary areas of concern. However, we have focused on pacing, instruction, and assessments in Science and gathered baseline data. Social Studies curriculum work has now been completed and we are working with consistent pacing guides and assessments. There is also concern about the low percentage of proficient math students coming to us as 4th graders. On district assessments, there is concern for the number of students hitting the proficient target in reading and math, which we set a very high bar of expectation for.

Subgroup Concerns - We continue to see a huge gap in the proficiency levels of economically disadvantaged vs. non-economically disadvantaged in all content areas. There is also a significant difference in scores on non-special education students with the special education population.

Perception Issues - The perception issues are very different based on what group you poll. Teachers are most focused on assessments and reporting to parents, behavior, and parent involvement. There was a consistent focus on class sizes being too large from both parents and students, while parents did have concerns about appropriate differentiation.

Demographic trends - The free/reduced lunch number for our district continues to hover around the 50% mark. Our overall enrollment continues to increase, but our mobility from last year to this year is slightly down.

Professional Development Needs - At the district level, our professional development needs are derived from a district focus on the "gradual release of responsibility," the 5D+ teacher evaluation model, and teacher feedback on support with technology and challenging student behaviors. Our focus in 2014-2015 at Cedar View was on components within the 5D+ model. We differentiated the content of professional development for teachers based on their instructional needs. Teacher received small group instruction based on questioning, student collaboration, and increasing student ownership based on the teacher becoming more of a "facilitator." As soon as the Common Core standards are adopted for science and social studies, that will need to be part of our next steps as well. During the 2015-2016 school year, we spent a majority of our staff meetings on supporting students to become better people. For other PD we had staff members attend MRA and the MACUL conference. We will also add "adaptive schools" and "cognitive coaching" back into the PD cycle for 2016-2017.

Program Changes - We have adjusted our intervention support to be 100% during the school day. We now have 2 reading interventionists and 2 math interventionists that work with our bottom 30% math students. This was implemented in January of 2016. Our EMT (educational management team) process has also changed, as now the building administrator and instructional coach refer students to the team, as well as teacher referrals. This has helped to ensure that those students most in need are being brought before the team for support and thinking.

Changes in Services Provided - A slight change in service provided for our students with special needs is our continued steps towards coteaching in the inclusion setting. =

Other The team reviewed student achievement data, school improvement team self-assessment, and survey data from parents, students, and staff.

The team reviewed information collected from all stakeholder groups. When reviewing the standards of the Advance-Ed interim self-assessment we found strengths in the standards of governance and leadership. That strength has also directly impacted the standard focused on teaching and assessing for learning. The standard which would be our greatest growth area would be using results for continuous improvement.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

Alignment to GOALS Cedar View student achievement goals are created based on needs from the MEAP data and grade-level common assessments. District proficiency targets in all content areas have been created based on ACT assessment standards.

Proficiency standards for students on district assessments in reading, writing, and math:

4th grade

-Math = 85% as the standard on all unit assessments

-Reading = 775 and above as the goal for exiting 4th graders on the SRI (Scholastic Reading Inventory)

-Writing = 13/20 on end of unit writing rubric (narrative/informative/opinion)

-Science= 85% as the standard on all unit assessments

-S.S. = 85% as the standard on

all unit assessments 5th grade

-Math = 85% as the standard on all unit assessments

-Reading = 875 and above as the goal for exiting 5th graders on the SRI (Scholastic Reading Inventory)

-Writing = 13/20 on the end of the unit writing rubric (narrative/informative/opinion)

-Science= 85% as the standard on all unit assessments

-S.S.= 85% as the standard on all unit assessments

Which subgroups (if any) will be the focus of objectives and interventions:

Since many of these curriculum and assessment pieces are in their beginning phases, all students are really the focus of these goals within the classroom setting. Our 2 math and 2 reading interventionists, as well as .5 core content interventionist are targeted to support those students who are most in need in those areas. Students are identified based on their data and offered to participate in the intervention based on need. The reading and math intervention are led by 2 interventionists in each content that each work 6 hours per day. Our core content interventionist is here for .5 of the week.

Our EMT (educational management team) also meets monthly to discuss individual students who need additional behavior and academic support. The team is comprised of the student's teacher, the building administrator, instructional support coach, the school psychologist, and a special education provider. Teachers bring student data to the team and the team shares thinking and recommendations. The teacher then tries the plan, collects targeted data,

and then returns the student to the team for reflection. The EMT has an increased focus on at-risk or bottom 30% students needing additional support. The team also collaborates with KSSN (Kent Social Services Network) to create effective support plans for economically disadvantaged students to ensure their basic needs are being met. All content areas should be addressed in building goals.

All content areas should be addressed in building goals. Our purpose is to deliver high-quality instruction throughout the school day in all content areas. The area of social studies has a different challenge however, as the curriculum and assessments are still being discussed and developed.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

The goals support all 500+ students at Cedar View across all content areas. The development of a guaranteed and viable curriculum, with intentional instructional strategies, and supported by common assessments, are pieces that all students will benefit from.

In an effort to support struggling students, Cedar View employs multiple layers of support including:

-Educational Management Team

-After-school interventions: Camp Blodgett, after-school tutoring by some staff

2 full-time math interventionists that work both 1 on 1 and with small groups of students. They are some Everyday Math resources as well as manipulatives, math games, and iPads to support students.

2 full-time reading interventionists that work both 1 on 1 and with small groups of students. They use the Leveled Literacy Intervention kit from Fountas and Pinnell as their primary resource for supporting students.

-Instructional support coach: intense one on one and small group coaching to support student skills and tools

-1 on 1 tutoring offered by staff members

-Teacher teaming to support needs of all students within teams

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

All core content areas are instructed using the Gradual Release of Responsibility Model providing students with focused lessons, collaborative interaction with learning, guided instruction, as well as independent accountability. Teachers also implement Adaptive Schools collaborative strategies to engage student interaction in all content areas. Furthermore, teachers integrate deeper level questioning skills (cognitive coaching skills) throughout all content areas with the expectation that through effective modeling, students will soon take ownership of the same questioning and paraphrasing skills. Reading: All students will participate in a workshop model with opportunities including mini-lessons, small group guided instruction, collaborative thinking (think alouds, reflection, modeling, book clubs, literature circles, Raz-kids online reading), as well as conferring conversations focused on specific skill-sets, tools, and accountability. Writing: All students engage in a consistent, viable curriculum based on Lucy Calkins' work with the reader's and writer's college. Writing is implemented in a workshop model providing students the opportunity to engage in guided support, small group instruction; common assessments and common rubrics provide students with feedback for next steps. Math: All students are instructed using the Every Day Math curriculum in a math workshop format. Within the workshop format, students will engage in collaborative work sites/work game stations providing continued practice on foundational skills. Exit slips, fact fluency assessments, as well as beginning/middle/end of year and unit 1-12 assessments will be consistent among all students. Science: All students are instructed through inquiry based learning using the Battle Creek Math and Science kits. Teachers use consistent timelines, pacing guides, and assessments for all students. The focus of the gradual release model of responsibility will be implemented in this content area as well. Social Studies: All 5th grade students are instructed through inquiry based learning as well as detailed Close Reading strategies to decipher the importance of informational texts using the History Alive and Oakland Curriculum units. Common assessments and timelines are used consistently throughout the grade level. In an effort to support common core curriculum, teachers will engage students in deeper level questioning, open ended thinking, and encourage debate in an effort to create ownership of historical learning.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

Focus on improving instruction: A guaranteed and viable curriculum improves instruction as it promotes consistencies among professional staff while providing vertical alignment among grade levels. The workshop model improves instruction because it provides all students in all content areas an opportunity to learn in multiple learning modes (independent, small group, 1:1, whole group). Students are provided with immediate feedback through independent work and self-reflection as well as intense, focused instruction time with the teacher. Focus on increasing instruction: The workshop models allow students in all content areas specific instructional opportunities guided by the instructional needs of each student and/or small group. Instruction is increased by way of small group and 1:1 support

provided by 1 math intervention per grade level as well as 2 school wide reading support interventionists. All 4 serve as pull out interventionists.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

Achievement gaps exist between students with/without disabilities as well as our free/reduced lunch student population. Gaps also exist within the state data pertaining to school data. Cedar View students scored significantly higher than or at the state average in reading, writing, and math content areas. Cedar View students have scored at or below the state average in science and social studies. Strategies include growing a year by year continuum for students based on academic need. To ensure that all students receive an educational experience that best fits their individual needs, Cedar View supports inclusive co-taught environments, self-contained environments, as well as pull out opportunities to support students on a daily basis. Cedar View provides breakfast, take home dinners, and evening family nights to engage and support at-risk families. KSSN and Arbor Circle are offered to further support of that population. Strategy 1: Aligned Curriculum, Assessment, & Instruction - Increase Reading Proficiency- Increase the number/percentage of students scoring "proficient/advanced" as determined by local assessments, MEAP, and MME. The district will support teachers to ensure curriculums, assessments, and instruction are aligned horizontally and vertically (1) through a focus on Professional Learning Communities, (2) a focus on instruction and data, (3) curriculum implementation and monitoring, and (4) targeted interventions. Research Cited: *Schmoker, Michael J. (2011). Focus: Evaluating the Essentials- To Radically Improve Student Learning. Virginia: ASCD Fisher, D. and Frey, N. (2008). *Better Learning through Structured Teaching. Virginia: ASCD Marzano, Pickering & Pollock, D.E. (2004). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009). *Formative Assessment and Standards-Based Grading: Classroom Strategies That Work. New York: Solution Tree. Strategy 2: Targeted Interventions - Increase Proficiency- Increase the number/percentage of students scoring "proficient/advanced" as determined by local assessments, MEAP, MEAP-Access, MI-Access, Work-Keys, and MME. All students will be assessed using both local and state assessments. All students performing below grade level expectation and meeting set criteria within a grade level will receive intervention. 2 full-time reading and math interventionists hired January of 2016 to support students who are not hitting reading proficiency targets Research Cited: *Marie Clay (1993). Reading Recovery; a guidebook for teachers in training. *Fountas and Pinnell (2011). Leveled Literacy Intervention *Schmoker, Michael J. (2011). Focus: Evaluating the Essentials- To Radically Improve Student Learning. Virginia: ASCD Fisher, D. and Frey,

N. (2008). *Better Learning through Structured Teaching. Virginia: ASCD Marzano, Pickering & Pollock, D.E. (2004). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009). *Formative Assessment and Standards-Based Grading: Classroom Strategies That Work. New York: Solution Tree.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

Reading: Increased small group instruction/skill based guided instruction, 1:1 weekly conferring, Educational management team (child study discussions), Reading intervention is provided for qualifying students in a GATORS 2 (reading recovery) model Writing: Increased small group instruction/skill based guided instruction, 1:1 weekly conferring, Educational management team (child study discussions), Math: Increased small group instruction, 1:1 weekly conferring, Educational management team (child study discussions), 2 building-wide math interventionists support qualifying students Science: weekly small group instruction/skill based guided instruction Social Studies: weekly small group instruction/skill based guided instruction, cross-curricular support (during reading workshop)

5. Describe how the school determines if these needs of students are being met.

What forms of assessment will be used to Progress Monitor? Fountas and Pinnell reading assessments, teacher driven formative assessments (conferring notes, exit slips, quick writes, etc) What other forms of monitoring will occur and how often? How often does the monitoring take place? Bi-weekly to monthly Fountas and Pinnell reading assessments, quarterly SRI reading assessments (fiction & non-fiction), What process is followed to review student progress--and WHO is involved? Grade level PLC teams, teacher teams, Educational management teams, instructional coach and principal work together to reflect on data to guide next steps and/or brainstorm additional interventions. Students will make progress toward district and state achievement standards in all content areas. EMT- The Educational Management Team consists of the building principal, instructional support coach, a general education teacher, and school psychologist. EMT meets once monthly to discuss concerns, look at student data, and plan the interventions for students with academic or behavioral concerns based on classroom data. The classroom teacher documents the interventions used with each student and reports the effectiveness of interventions. Data Conversations: Twice a year, the principal leads data driven dialogues to review summative assessment data to ensure that students' needs are being met. PLC- Student data is the basis of PLC work. Collaboratively, PLC teams meet bi-weekly to analyze student progress across the content areas and brainstorm possible interventions and extensions. Grade level meetings are also used to support data review on a monthly basis.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All instructional paraprofessionals meet the NCLB requirements for highly qualified.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All teachers meet the NCLB requirements for highly qualified.	

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

The full time instructional coach was moved into an additional 5th grade classroom that was added September 28, 2015. Our instructional support coaching position was changed to offer 50% support from a different building coach. 1 MICI special education teacher transferred to the high school program resulting in a mid year hire.

2. What is the experience level of key teaching and learning personnel?

7 teachers have 0-4 years of experience 2 teachers have 5-8 years of experience 5 teachers have 9-15 years of experience 7 teachers have 16-20 years of experience 3 teachers have 21+ years of experience

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

Cedar View has professional development based on student data and staff instructional needs. We have high performing professional learning communities and the opportunity to collaborate with teaching staff. Teachers feel an open line of communication and support from the administrator and instructional coach. Teaching staff has a budget for supply and materials. The support staff is very helpful and involved in daily student needs. Cedar View has extensive options for student-centered programming. Teachers in the school have a voice in key building decisions. A "positive behavior" committee reinforces and supports student behavior and culture within the school.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

Cedar Springs Public Schools has professional development that gives staff opportunities to grow. The school district has developed a consistent and viable curriculum as well as a model for instruction that if followed K-12. The new teacher mentor program includes weekly conversations with the instructional coach. Instruction is driven by data and staff has opportunities to analyze key student data. Our campus concept lends itself towards a community of staff members. The district has embraced the collaborative bargaining model when negotiating the teacher contract. Teaching salaries are competitive within Kent County. District office instructional rounds provides consistent instructional feedback for district and individual building needs.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

Not applicable Cedar View Elementary School

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

All professional development implemented by Cedar View must fall under district expectations. Those district focus areas are the "gradual release of responsibility," "adaptive schools strategies," "professional learning communities," and "cognitive coaching." Refining and going deeper in those learnings will be the main focus of our PD plan for the near future. Within the GRM umbrella, Cedar View has the flexibility to choose specific areas that data designates as a need. Our focus was on collaboration and guided instruction last year. The current year's learning focuses on 5D+ model components (Purpose & Student Engagement). As we reflect upon this year, staff will share input and building administrator will decide on next areas of focus within the gradual release model. -All professional development centered around instruction is based on the "Gradual Release of Responsibility" model by Fisher and Frey. Last year's focus at Cedar View centered around 5D specifically focused on purpose and student engagement. This is consistent for all content areas. Throughout the 2015-2016 school year, teachers were provided choice of learning based on 5D+ evaluation domains and building character education. Teachers are offered the opportunity to take part in lab classroom three times each year.

2. Describe how this professional learning is "sustained and ongoing."

Daily professional development exists within the building by way of teacher teams, and administrative/teacher growth conversations resulting from weekly learning walks. Monthly staff meetings provide instructional strategies demonstrated for immediate use as well as monthly grade level meetings provide teachers time to reflect and plan forward as a team. Grade level PLCs meet on a bi-weekly basis to discuss student data as it pertains to building goals. PLCs are another forum for teachers to support one another by collaboratively planning, implementing, and evaluating the district curriculum and assessments. As a district, the use of the Gradual Release of Responsibility Model has been a focus for 7 years and continues to be a focus as we support students and staff.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		Professional Development Planning Sheet

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

Parents were involved in the development of the school wide plan. Parent input was gathered from surveys and parent meetings. This helped us find out what our parents thought were important to add to the school wide plan and to see what things were not as important to them. Cedar View also has a parent that was present at each School Improvement meeting. This gave administrators and teachers immediate feedback and a parent voice present at all times.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Comprehensive Needs Assessment: A parent was present when the Comprehensive Needs Assessment was filled out. She shared her thoughts on what she ranked our school. She shared her thoughts on where she ranked our school. Parents contributed by completing surveys and participating in a parent meeting. That data was analyzed as part of the comprehensive needs assessment.

School wide Reform Strategies: Parents offered input through surveys and meetings about focus areas for the 4th and 5th graders. We used this data along with test scores to help target where interventions need to be implemented and where whole group, small group, and individual teaching/reteaching needs to be taking place. Key instructional strategies are part of regular information (emails, newsletters) shared with parents by teaching staff and building administrator. Those strategies were also part of our "Math Curriculum Night" and we will look to further that sharing in the future, especially on those family nights.

Instruction by Highly Qualified Staff: All staff members are highly qualified and this information is articulated to parents.

Strategies to Attract Highly Qualified teachers: An attraction to Cedar Springs Public Schools is the community of supportive parents and parents exhibiting a true desire to help their child succeed.

High Quality and Ongoing Professional Development: Parents have filled our surveys and attended parent night meetings to express areas of concern for our teachers and staff. Professional Development has been arranged to meet some of those areas of needs. Parents that have an area of expertise could also help lead a professional development course that teachers can attend.

Strategies to Increase Parent Involvement: Cedar View provides various methods of parent involvement including a math night, movie night, open house, conferences, and many more events for parents to be present in the school. Several classes have parent volunteers that come in weekly to help out. There is also a group of parents that volunteer in our library. We have a strong parent teacher organization. We have been working with that group to lessen their fundraising burdens and increase their participation in supporting student learning.

Preschool transition Strategies: This area is not present in Cedar View, but parents are involved with transitions into 4th grade and 6th grade when students enter a new building. Parents have voiced their ideas of visiting those schools and taking a tour of the building.

Teacher Participation in Making Assessment Decisions: Parents are involved with this component when they receive assessments back with a cover sheet and score. They are aware of our Everyday Math pre-tests, post-tests, and cover sheets. They are also aware of the grading system.

Timely and Additional Assistance to Students Having Difficulty Mastering the Standards: Parent volunteers come in to Cedar View classroom to help students that have difficulty mastering difficult concepts. Parents also have voiced concern for their struggling students and that has helped create after school clubs in math and reading.

Coordination and Integration of Federal, State, and Local Programs and Resources: Parents at Cedar View are aware of the programs and resources the school has and uses at the Federal, State, and Local Programs. CSPS board meetings provide a public share of budget and resources for the district as a whole and Cedar View Elementary.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

When evaluating the school wide plan, a parent is always present. Surveys are used to follow up with the plan. School improvement parent meetings allow for parents groups to review and help revise the plan as needed. Meetings will take place twice each school year (Fall and Spring).

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		2015-2016 CV parent involvement plan

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

1. Provide assistance to parents to understand content standards, assessments, Title I programming, monitoring child's progress and how to work with educators: Cedar View holds Curriculum Nights where the content standards, assessments, scoring, and programming are explained to parents. Report cards and conferences inform parents of their child's progress. Weekly newsletters from the principal and teachers are also another form of communication to explain the content being taught and open a line of communication between parents, administrators, and teachers. Teachers send unit summaries with vocabulary, key concepts, and homework help. This makes parents aware of the content being taught and assessed. Flexible IEP times allow parents the opportunity to review and reflect on student progress

and future needs. A data wall is on display in the building, which provides consistent academic feedback to parents visiting the building.

2. Provide materials and training for parents: Parents are invited to Fall Open House, which provides them with information on the year ahead. Curriculum and Family Nights are planned throughout the year to provide additional support and information to parents. A list of academic and community resources are provided on an as-needed basis. The School-Parent Compact provides standards for our building that are referenced throughout the year. Consistent communication via email and newsletters provide information on current standards and any changes that may occur throughout the school year.

3. Training for school staff on the importance of parent involvement: Prior to conference events and school-wide parent nights, administrative support to staff will include communication focused on parent engagement and recognizing the importance of involving all stakeholders. Communications may include but are not limited to: email, staff meetings, research documents or current articles/events to reflect upon. Cedar View Elementary School

4. Coordinate with parent involvement in other programs in the school: In academics, parents are involved in the Battle of the Books, media center and classroom volunteers. Programs outside of the school building, parents are invited to be a part of Pine Ridge Science Camp and Camp Blodgett, as well as district math and reading summer camps. Parents are welcome to attend end-of-unit celebrations, such as a music "informance", Cedar View Choir performances, writing celebrations, and "Force in Motion" roller coaster displays.

5. Provide information in a format that is understandable to parents: Cedar View shares student academic results, weekly newsletters, and other communication in a language that parents can understand. These communications are free of educational jargon. Cover sheets, rubrics, and/or notes from teachers are attached with an explanation of standards assessed and how the specific student performed. A visual representation of academic growth is provided with the building Data Wall and individual student data binders.

14. Provide other reasonable support as requested: Cedar View understands the importance of meeting the needs of our parents in a variety of ways. Communication is provided via face-to-face conversations, telephone calls, emails, or hard copies, as needed. If academic support is requested, parents are invited to meet with teachers at flexible times or attend a classroom instructional observation. A Parent Suggestion Box will be available in the building office.

1118 (f) Accessibility for disabled parents, LEP parents, parents of migratory children: Describe how you handle (or will handle) each of these parent groups. Home visits are available on an as-needed basis for parents with disabilities, lack of transportation, or for any other reason that might inhibit their ability to come to the school building. For parents with limited English proficiency, bilingual translators of face-to-face/telephone conversations, emails, newsletters, and meetings are available upon request. Information about the structure of school and the educational process will be provided for parents of migratory children. Other opportunities for accessibility are provided through flexible meetings times and locations, as well as collaborative communication with community agencies able to provide further assistance. Cedar View Elementary is ADA compliant which allows parents with disabilities to have equal

access to our school. We provide information about the structure of the educational process and the school for parents of migratory students.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

The parent involvement component will be evaluated in a variety of ways. During Cedar View school-wide improvement meetings, a parent representative is present and invited to share any input she may have in the development of the plan. Cedar View will also issue parent surveys about this section of the plan, which will be utilized as a data tool for further revisions of the component. Additionally, our school improvement team which includes a parent member, will annually reflect on the plan and its effectiveness.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

The Cedar View school improvement team will meet during the school year, no less than bi-monthly, to reflect on the plan and its effectiveness. Survey results will be shared with staff in a manner focused on improving school wide goals and growth. Upon reflection, further thinking will be shared and solicited from key stakeholders and necessary changes to the plan will be made. Based on the results of the data analysis, the school improvement team will adjust the school wide plan.

8. Describe how the school-parent compact is developed.

The school-parent compact is developed collaboratively with parent, teacher, and administrative input. The compact is reviewed on an annual basis.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

Compacts are sent home with students prior to Fall parent-teacher conferences. This allows parents an opportunity to read and reflect upon the compact expectations. Once given the opportunity to reflect, parents are encouraged to share questions and/or concerns in a welcoming, face-to-face setting, at fall conferences. Parent compacts will be returned upon completion of conferences.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)? N/A

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		cedarspringsdistrictparentcompact1516 (1).pdf

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

User Friendly: Cedar View presents individual student academic assessment data in a concise format free of acronyms or 'teacher jargon.' Additionally, data will include cover sheets, rubrics, and/or anecdotal notes from individual teachers to support further understanding of the what/why/how of assessments. Conferencing opportunities are available through email, phone calls, and home visits when necessary.

Limited English: All communication on individual academic student results can and will be translated to meet the needs of all families.

Parents with Disabilities: Communication occurs to fit the needs of all families and specific disabilities. 1:1 conversations via phone calls, email, and/or home visits are offered.

Literacy Considerations: Cedar View supports the needs of all academic abilities within a family structure. Considerations for verbal communication through phone conversations and/or face to face meetings will be supported based on family need.

Component 7: Preschool Transition Strategies ◆

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

This building only serves students in grades 4 and 5. 3rd grade students tour our building in the spring to learn about our building and gain familiarity. Individual students also make repeat visits to meet teachers and support the transition. Beginning of the year open house allows for another opportunity.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

Academic and behavioral data is collected by 3rd grade teachers and is passed on to 4th grade teachers to support the transition. The data is also used by building leaders to make programming decisions. A group of teachers, instructional support coach, and administrator meet with 3rd grade representatives to gain academic and behavioral information to individually place students in a situation where they can be most successful. Parents have the option of filling out a student placement form for their child to support the knowledge and placement of their child. 5th grade teachers also provide similar information and conversations take place with the 6th grade building to support that transition.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

All students participate in the Scholastic Reading Inventory assessment 4 times yearly. Teachers use assessment results for appropriate intervention groupings, extension groupings, and individual conferring sessions to ensure each reader a year's growth. Parent communication includes students' results graphed in comparison to grade level benchmark expectations, recommended text lists to fit students' needs, and a teacher/student plan to conquer next steps.

All Cedar View students currently take a pre/post-test for each Everyday Math unit 1-12. Pre-test data is used to create groups focused on specific needs/focus areas that students need foundational support in order to solidify unit skills. Formative assessments are used for daily/weekly adjustments within unit lessons. District wide, assessment scores are stored in IGOR (data warehouse) to track trends in an effort to support key needs or focus areas. Upon completion of each math unit, parents are provided with unit test cover sheets detailing students' abilities skill by skill. This informs parents of key concepts necessary for student success. Teacher and students work together to create 'next step' plans for students as the classroom moves onto a new unit, students may need additional support in particular previous skill areas. To support this need, teachers may pull additional guided instruction groups.

New within the past 3 years, CSPS has adopted the Lucy Calkins writing curriculum. This consistency K-8 has created a challenging writing workshop environment for all students. Students cycle through narrative, informational and opinion writing. Unit instruction is segmented into three bends beginning with a pre-assessment that supports creation of small guided instruction groups. Upon unit completion, post-assessments are given allowing teacher and students to compare progress with pre-assessment abilities. Results are stored in IGOR (data warehouse) as well as student data binders where students own and graph their progress. Consistent writing rubrics are scored and communicated to parents with next steps and future plans for growth.

State testing is administered each Spring. Decisions based on state-wide testing data include teacher and grade level goal setting for remaining months of the current school year as well as the upcoming school year. Teachers analyze key components and struggle areas for students. As grade levels and as a school, teachers create plans to focus on such identified power strands from M-STEP data. Parent communication includes an overall student profile created by the state followed by administrator updates focused on plans for improvement.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

Individual data conversations with administrator and instructional coach surround use of state wide testing data as well as school-wide data. The teacher uses achievement data to reteach and extend learning in key areas in whole group, small group, and individual learning settings. Some examples include: collaborative teacher teams focused on all students within the team to create cross-classroom groupings focused on need; grade level PLC's meet bi-weekly to check in/discuss grade level SMART goals focused on greatest area of need; monthly EMT () meetings provide a forum for teachers, psychologist, administrator, instructional coach, and special ed providers to identify and analyze students who exhibit the greatest social, emotional, and academic need. Such discussions result in identifying and placing students in after school academic support programs including math and reading clubs. Extension activities include battle of the book clubs allowing students to interact with deep level texts and collaborative discussions.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

EMT- The Educational Management Team consists of the building principal, instructional coach, special education teacher, speech pathologist, and school psychologist. EMT meets once monthly to discuss concerns, look at student data, and plan the interventions for students with academic or behavioral concerns based on classroom data. The classroom teacher documents then interventions used with each student and reports the effectiveness of interventions.

English Language Arts Reading Grade Span: 4th-5th grade Identification/Criteria for Selection: Cedar Springs uses the Scholastic Reading Inventory (SRI) assessment and M-STEP test to identify students who experience difficulty mastering the State's academic achievement assessment standards. In the SRI test, students receiving basic and below level rankings are identified as not performing at grade level and need interventions. Students not reaching grade level requirements receive interventions. One of those interventions being an in-school small group reading intervention program.

Writing Grade Span: 4th- 5th grade Identification/Criteria for Selection: Cedar View uses the M-STEP writing test and the pre and post writing assessments from the Lucy Calkins' writing curriculum. Students not reaching grade level requirements will receive interventions. Students receiving a 1 or a 2 on the post writing assessments, according to district expectations, receive reteaching and interventions.

Math Grade Span:4th and 5th grade Identification/Criteria for Selection: Cedar View uses the M-STEP math test and the Everyday Math unit assessments. Students not reaching grade level requirements will receive interventions. Students receiving a 1 or a 2 on the Everyday Math unit assessments, according to district expectations, receive reteaching and interventions, including in-school math interventionists which support all 18 classrooms.

Science Grade Span: 4th and 5th grade Identification/Criteria for Selection: Cedar View uses the Battle Creek Area Science curriculum. Students are identified based on unit assessments scores (85% is considered proficient) as well as M-STEP results. Criteria determining eligibility (75% or lower require intervention).

Social Studies Grade Span: 4th and 5th grade Identification/Criteria for Selection: Cedar Springs uses the Oakland University Social Studies problem. All students are identified by unit assessment scores. Criteria determining eligibility (75% or lower require intervention).

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

English Language Arts Reading Grade Span: 4th and 5th grade Interventions: In the classroom additional assistance is provided through increased frequency of conferring, fluency practice, and running records. Another service we offer to students experience difficulty mastering state standards is in-school reading interventions. Students are provided assistance one-on-one and in small groups based on needs. Cedar Springs Area Parks and Rec provides literacy camp opportunities for students K-6th grades.

Writing Grade Span: 4th and 5th grade Interventions: In the classroom, teachers provide additional support to struggling students by providing weekly conferring sessions. There are also leveled literacy interventions taking place in the classroom. Cedar Springs Area Parks and Rec provides literacy camp opportunities for students K-6th grades.

Math Grade Span: 4th and 5th grade Interventions: In the classroom, additional support is provided to students struggling to meet state standards by increasing the frequency of conferring sessions either one-on-one or small group. Another service we offer to students experience difficulty mastering state standards is in-school math interventionist support. Students are provided assistance one-on-one and in small groups based on needs. This service is provided daily by certified interventionists.

Science: Grade Span: 4th and 5th grade Interventions: In the classroom, additional support is provided to students struggling to meet state standards by providing conferring sessions weekly either one-on-one or small group. Students are offered a science camp opportunity at Pine Ridge Camp as well. Additionally, students may take part in after school tutoring by certified staff.

Social Studies: Grade Span: 4th and 5th grade Interventions: In the classroom, additional support is provided to students struggling to meet state standards by providing conferring sessions weekly either one-on-one or small group. Students may take part in after school tutoring by certified staff as well.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Teachers at Cedar View use a variety of ways to provide differentiated instruction to address student academic needs in the classroom. It is a district expectation that teachers follow the Gradual Release Model of Responsibility when delivering instruction to students.

Teachers offer choice assignments which provides students the opportunity to decide what level at which they will be learning the same curriculum. Leveled texts are also used to provide the same learning experience with accessible materials.

In order to meet individuals' needs, skill based leveled grouping is a strategy Cedar View teachers use to provide instruction and intervention at appropriate levels.

In frequent conferring sessions, teachers are able to address the needs of students on an individual level. This provides teachers an opportunity to challenge students' thinking at the level that is appropriate.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

The programs below are integrated throughout Cedar View and are scaffolded to support students as they transition within the building. The coordination of funds supports the building focus areas based on state and local proficiency targets. The focus areas support all content areas and are targeted towards our at-risk populations. Data is analyzed to revise and revisit progress toward goals.

Title I: These funds are used to support at-risk populations through the use of an in-class coaching model. A .5 core content interventionist works along-side teachers and students to close achievement gaps. Title 1 also funds our 4 interventionist that work during the school day, 2 in reading and 2 in math.

Title II: These funds are used to support teacher training in the areas of math workshop, reading, workshop, and writing workshop. Training is designed based on student achievement data and data gathered from instructional rounds. Training is offered in the areas of Adaptive Schools and Cognitive Coaching. It also supports technology PD (MACUL).

31A: Funds are also used to support a Home/School Community Coordinator (Kent Schools Services Network) and a Mental Health Clinician (Arbor Circle).

General Funds: These funds are used to support all other needs as determined by the building

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

Component 1

General Funds:

-Funds are used to support all School wide components the Comprehensive needs assessment, through the school improvement team.

Component 2

Title II:

-Funds are used to support on-going training with Reading Workshops: reading diagnostics, guided reading; Writing Workshop: 1-1 and small group conferring around units of study; Math Workshop: 1-1 and small group math support; through instructional rounds, lab classrooms, Adaptive Schools Strategies for collaborative group work, and in the areas of Cognitive Coaching. Each of the named strategies support teachers, students, and schools in implementing and monitoring the ten required components.

Component 3

Title II:

-Funds are used to support on-going training with Reading Workshops: reading diagnostics, guided reading; Writing Workshop: 1-1 and small group conferring around units of study; Math Workshop: 1-1 and small group math support; through instructional rounds, lab classrooms, Adaptive Schools Strategies for collaborative group work, and in the areas of Cognitive Coaching. Each of the named strategies support teachers, students, and schools in implementing and monitoring the ten required components.

Component 4

General Funds:

-Funds are used to support all School-wide components of the Comprehensive needs assessment, through the school improvement team. In addition, general funds are used to staff and retain staff

Component 5

Title II:

-Funds are used to support on-going training with Reading Workshops: reading diagnostics, guided reading; Writing Workshop: 1-1 and small group conferring around units of study; Math Workshop: 1-1 and small group math support; through instructional rounds, lab classrooms, Adaptive Schools Strategies for collaborative group work, and in the areas of Cognitive Coaching. Each of the named strategies support teachers, students, and schools in implementing and monitoring the ten required components.

General Funds: -Funds are used to support all School wide components of the Comprehensive needs assessment, through the school improvement team. In addition, general funds are used to staff and retain staff

Component 6

Title 1:

-Parent involvement with all students -Funding for Parent involvement engages students, parents, and staff, in academic (reading, writing, math) and social settings after the school day (educational games to support learning and community). -Data is then analyzed to determine progress; exit criteria is also a part of all Title I programs. Programs that are supported in this grant are: Core content interventionists (during the day), Reading Recovery (during the school day), and math interventions during the school day.

Component 7 No Response

Component 8

Title II:

Funds are used to support on-going training with Reading Workshops: reading diagnostics, guided reading; Writing Workshop: 1-1 and small group conferring around units of study; Math Workshop: 1-1 and small group math support; through instructional rounds, lab classrooms, Adaptive Schools Strategies for collaborative group work, and in the areas of Cognitive Coaching. Each of the named strategies support teachers, students, and schools in implementing and monitoring the ten required components.

Component 9

Title 1:

-Assisting at-risk students in grade K-5 who are having difficulty mastering standards -Looking at the bottom 30% of students and the prioritized indicators, the school and district determines who will enter a program. -Data is then analyzed to determine progress; exit criteria is also a part of all Title I programs. Programs that are supported in this grant are: Core content interventionists (during the day), Reading Recovery (during the school day), and during the school day math interventions.

Component 10

31A:

-Funds are used assisting at-risk Students in grades 4-5 who are having difficulty mastering standards. Services are given to the bottom 30% of students using prioritized indicators, the school and district determines who will enter a program. Data is then analyzed to determine progress; exit criteria is also a part of all 31A programs. Programs that are supported in this grant are: Reading Recovery and math interventions.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Cedar View Elementary is committed to educating students in grade 4 and 5.

In addition, Cedar View Elementary participates in the nutrition program, providing free or reduced breakfast, lunch and milk to qualified students.

Violence prevention is provided through anti-bullying policies and programs.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

-The school improvement team will meet quarterly to complete the "program evaluation tool" on the focus area of instructional coaching. A survey is also sent to all staff.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

Cedar View uses district and state assessments to evaluate the impact of instructional coaching on student achievement. Survey data from the instructional staff is important in determining the impact on teaching.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

We have only a .5 instructional coach this year in our building. The instructional coach has increased her support of students the state has identified within the "bottom 30%" of learners. With a lack of data from the state assessment this year, we are using local assessments to determine the improvements of that group.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Based on the results of the evaluation the school improvement team will revise the plan during quarterly meetings each year. Consultation with district office will take place to align the priorities of instructional coaching with district beliefs.

2016-2017 Goals and Plans*

Overview

Plan Name

2016-2017 Goals and Plans*

Plan Description

2016-2017 School Improvement

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in English Language Arts	Objectives: 3 Strategies: 2 Activities: 8	Academic	\$18870
2	All students will be proficient in Mathematics	Objectives: 2 Strategies: 2 Activities: 8	Academic	\$90630
3	All students will be proficient in Science	Objectives: 1 Strategies: 2 Activities: 8	Academic	\$57870
4	All students will be proficient in Social Studies	Objectives: 1 Strategies: 2 Activities: 8	Academic	\$66630

Goal 1: All students will be proficient in English Language Arts

Measurable Objective 1: 50% of All Students will demonstrate a proficiency in comprehension in English Language Arts by 06/30/2017 as measured by the M-STEP..

(shared) Strategy 1: Teachers will use Gradual Release of Responsibility Model within Workshop Model to differentiate instruction for all students. - Aligned Curriculum, Assessment, & Instruction: Increase Reading Proficiency- Increase the number/percentage of students scoring "proficient/advanced" as determined by local assessments, MEAP, and MME. The district will support teachers to ensure curriculums, assessments, and instruction are aligned horizontally and vertically (1) through a focus on Professional Learning Communities, (2) a focus on instruction and data, (3) curriculum implementation and monitoring, and (4) targeted interventions.

Category:

Research Cited: *Schmoker, Michael J. (2011). Focus: Evaluating the Essentials- To Radically Improve Student Learning. Virginia: ASCD Fisher, D. and Frey, N. (2008).

*Better Learning through Structured Teaching. Virginia: ASCD Marzano, Pickering & Pollock, D.E. (2004).

*Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009). *Formative Assessment and Standards-Based Grading: Classroom Strategies That Work. New York: Solution Tree.

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC Focus: PLC's will monitor the analysis of data and implementation of the grade levels curriculum, assessment, and instructional strategies. This will be done by: -PLC's participating in 30 hours of grade level PLC and/or content PLC -PLC's focusing on the following questions: What do we want our student to know/do? How will we know they have learned it? What will we do to extend? What will we do to remediate? -PLC's focusing on the analysis of student work (formative and summative assessments) to support explicit teaching and learning. Teams will examine data and use framed questions responses of "Here's what...", So what/why...", Now what?"	Professional Learning	Tier 1	Monitor	08/01/2016	06/30/2017	\$6070	General Fund	Building administration, Professional Learning Communities Leaders, all certified staff

Activity - Instructional Focus	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Focus: Teachers, building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop Practices. This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs Professional Development will include: -Adaptive Schools; Training focused on classroom strategies and techniques to	Professional Learning	Tier 1	Implement	08/01/2016	06/30/2017	\$12800	General Fund, Title II Part A	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist

Activity - Guaranteed and Viable Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Curriculum Focus: Teachers, building administration, and district administration will work together to ensure Common Core standards and district units of instruction are implemented, reflected upon, and monitored.</p> <p>This will be implemented and monitored through: -Professional Learning Communities (PLC's) -District Curriculum Rounds</p>	Implementation	Tier 1	Monitor	08/01/2016	06/30/2017	\$0	General Fund	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration

Measurable Objective 2: 51% of Fourth and Fifth grade students will demonstrate a proficiency in comprehension, at a level equal to or higher than the district expectation, in Reading by 06/30/2017 as measured by and monitored by the SRI..

(shared) Strategy 1: Teachers will use Gradual Release of Responsibility Model within Workshop Model to differentiate instruction for all students. - Aligned Curriculum, Assessment, & Instruction: Increase Reading Proficiency- Increase the number/percentage of students scoring "proficient/advanced" as determined by local assessments, MEAP, and MME. The district will support teachers to ensure curriculums, assessments, and instruction are aligned horizontally and vertically (1) through a focus on Professional Learning Communities, (2) a focus on instruction and data, (3) curriculum implementation and monitoring, and (4) targeted interventions.

Category: Research Cited: *Schmoker, Michael J. (2011). Focus: Evaluating the Essentials- To Radically Improve Student Learning. Virginia: ASCD Fisher, D. and Frey, N. (2008). *Better Learning through Structured Teaching. Virginia: ASCD Marzano, Pickering & Pollock, D.E. (2004). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009). *Formative Assessment and Standards-Based Grading: Classroom Strategies That Work. New York: Solution Tree.

Tier: Tier 1

Activity - Guaranteed and Viable Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Curriculum Focus: Teachers, building administration, and district administration will work together to ensure Common Core standards and district units of instruction are implemented, reflected upon, and monitored. This will be implemented and monitored through:</p> <ul style="list-style-type: none"> -Professional Learning Communities (PLC's) -District Curriculum Rounds 	Implementation	Tier 1	Monitor	08/01/2016	06/30/2017	\$0	General Fund	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coach

Activity - Instructional Focus	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Instructional Focus: Teachers, building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop Practices. This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs Professional Development will include: -Adaptive PLCs, Forming PLCs will monitor the analysis of data and implementation of the grade levels curriculum, assessment, and instructional strategies. This will be done by PLCs on participating in 30 hours of grade level PLC professional content. PLCs focusing on the following questions: What do we want our students to know? How will we know they have learned it? What will we do as teachers? What will we do in March of 2017 - PLCs focusing on the analysis of student work (formative and summative assessments) to support explicit teaching and learning. Teams will examine data and use framed questions responses of "Here's what...", "So what/why...", "Now what?"</p>	Professional Learning	Tier 1	Implement	08/01/2016	06/30/2017	\$12800	General Fund, Title II Part A	All Staff, PLC Leaders, Curriculum Teams, District Instructional Coach, District Core Content Interventionist Coach, all certified staff

Measurable Objective 3:

69% of All Students will demonstrate a proficiency in comprehension, at a level equal to or higher than the district expectation, in Writing by 06/30/2017 as measured by and monitored by the Lucy Calkins writing assessments..

(shared) Strategy 1:

Targeted Interventions - Staff will provide interventions to students at risk of not meeting standards.

Category: Research Cited: *Marie Clay (1993). Reading Recovery; a guidebook for teacher training

*Fountas and Pinnell (2011). Leveled literacy Intervention *Schmoker, Michael J. (2011). Focus: Evaluating the Essentials- To Radically Improve Student Learning. Virginia: ASCD Fisher, D. and Frey, N. (2008).

*Better Learning through Structured Teaching. Virginia: ASCD Marzano, Pickering & Pollock, D.E. (2004).

*Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009). *Formative Assessment and Standards-Based Grading:

Activity - Reading Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2 Reading Interventionists will support students who are not meeting proficiency targets in reading. Their content will be focused from the Leveled Literacy Intervention	Academic Support	Tier 3	Implement	08/01/2016	06/30/2017	\$0	Title I Part A	Building principal, two
Activity - Math Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2 math interventionist work with students who have not met proficiency standards in math. Students are assessed and then placed into skill-based groups. The interventionists support students in those areas to increase	Academic Support Program	Tier 2	Implement	08/01/2016	06/30/2017	\$0	Title I Part A	Building administrator and
Activity - KSSN Community-School Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1 KSSN community-school coordinator will support students and families in our building who are in need. That support includes finding resources for food, clothing, shelter, and other needs. This person is responsible for supporting student attendance, setting up tutors and mentors, as well as building partnerships within the community.	Other - Social-emotional support	Tier 2	Implement	08/01/2016	06/30/2017	\$0	Section 31a	Building administrator and 1 KSSN community-school

Classroom Strategies That Work. New York: Solution Tree.

Tier:

Activity - Arbor Circle Mental Health Clinician	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1 Arbor Circle mental health clinician will be housed in Cedar View to support the emotional needs of students. Students are referred for services through our Educational Management Team as well as the teaching staff. The clinician also runs social skill groups	Other - Mental health support	Tier 3	Implement	08/01/2016	06/30/2017	\$0	Section 31a	Building administrator and 1 Arbor
Activity - Core Content Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1 Core Content Interventionist provides assistance to the children who are failing or at risk of failing in one of the four content areas of Math, Literacy, Science, or Social Studies. It is the primary role of the CCI to ensure that all students are meeting the core academic requirements of the district. Program	Academic Support Program	Tier 3	Implement	08/01/2016	06/30/2017	\$0	Title I Part A	Building administrator and Core Content

Goal 2: All students will be proficient in Mathematics

Measurable Objective 1: 51% of All Students will demonstrate a proficiency at a level equal to or higher than the state expectation, in Mathematics by 06/30/2017 as measured by and monitored by the MSTEP..

Strategy 1: Teachers will use Gradual Release of Responsibility Model within Workshop Model to differentiate instruction for all students. - Aligned Curriculum, Assessment, & Instruction: Increase Mathematics Proficiency- Increase the number/percentage of students scoring "proficient/advanced" as determined by local assessments, MEAP, and MME. The district will support teachers to ensure curriculums, assessments, and instruction are aligned horizontally and vertically (1) through a focus on Professional Learning Communities, (2) a focus on instruction and data, (3) curriculum implementation and monitoring, and (4) targeted interventions.

Category: Research Cited: *Schmoker, Michael J. (2011). Focus: Evaluating the Essentials- To Radically Improve Student Learning. Virginia: ASCD Fisher, D. and Frey, N. (2008). *Better Learning through Structured Teaching. Virginia: ASCD Marzano, Pickering & Pollock, D.E. (2004). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009).

Cedar View Elementary School

*Formative Assessment and Standards-Based Grading: Classroom Strategies That Work. New York:

Solution Tree. Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC Focus: PLC's will monitor the analysis of data and implementation of the grade levels curriculum, assessment, and instructional strategies. This will be done by: -PLC's participating in 30 hours of grade level PLC and/or content PLC -PLC's focusing on the following questions: What do we want our student to know/do? How will we know they have learned it? What will we do to extend? What will we do to remediate? -PLC's focusing on the analysis of student work (formative and summative assessments) to support explicit teaching and learning. Teams will examine data and use framed questions responses of "Here's what...", So what/why...", Now what?"	Professional Learning	Tier 1	Monitor	08/01/2016	06/30/2017	\$6070	General Fund	Building administration, Professional Learning Communities Leaders, all certified staff

Instructional Focus: Teachers, building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop Practices. This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs Professional Development will include: - Adaptive Schools; Training focused on classroom strategies and technique to promote student collaboration and learning -Training focused on Conferring and asking questions: Cognitive Coaching; Training focused on conferring with students -Training focused on a problem of practice: Lab Classrooms-teaching staff with Building Coaches -Training focused on district-wide School Improvement -Training focused on 5-Dimensions Teacher Evaluation -Training focused on Math Workshop- Guided instruction through the use of data. Specific conference/development to be determined. Math curriculum committee reviewing current curriculum. Specific training and support could be needed based on recommendations and changes that group may make. - Incorporating technology into learning. One specific training is sending teachers to the MACUL conference	Professional Learning	Tier 1	Implement	08/01/2016	06/30/2017	\$84560	General Fund, Title II Part A	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
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Measurable Objective 2:

Activity - Guaranteed and Viable Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum Focus: Teachers, building administration, and district administration will work together to ensure Common Core standards and district units of instruction are implemented, reflected upon, and monitored. This will be implemented and monitored through:	Implementation	Tier 1	Monitor	08/01/2016	06/30/2017	\$0	General Fund	All PreK-12 Staff, PLC Leaders, Curriculum Teams,
-Profes -District	Activity - Reading Interventionist		Activity Type	Tier	Phase	Begin Date	End Date	
	2 Reading Interventionists will support students who are not meeting proficiency standards in reading. Their content will be based on the Leveled Literacy Intervention program from Fountas and Pinnell.		Academic Support Program	Tier 3	Implement	08/01/2016	06/30/2017	District Core Content Intervention

46% of All Students will demonstrate a proficiency at a level equal to or higher than the district expectation, in Mathematics by 06/30/2017 as measured by and monitoring of the Everyday Math assessments..

(shared) Strategy 1:

Targeted Interventions - Staff will provide interventions to support students in math. Increase proficiency- Increase the number of students scoring "proficient/advanced" as determined by local assessments, MEAP, MEAP-Access, MI-Access, Work-Keys, and MME. All students will be assessed using both local and state assessments. All students below grade level expectation and/or not meeting set criteria within a grade level will receive intervention.

Category: Research Cited: *Schmoker, Michael J. (2011). Focus: Evaluating the Essentials- To Radically Improve Student Learning. Virginia: ASCD Fisher, D. and Frey, N. (2008). *Better Learning through Structured Teaching. Virginia: ASCD Marzano, Pickering & Pollock, D.E. (2004). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009). *Formative Assessment and Standards-Based Grading: Classroom Strategies That Work. New York: Solution Tree.

Tier:

1 KSSN Community School Coordinator will support students and families in our building who are in need. That support includes finding and coordinating resources for food, clothing, shelter, and other needs. This person is responsible for supporting student attendance, setting up tutors and mentors, as well as building partnerships within the community.	Other - Social-emotional support	Tier 2	Implement	08/01/2016	06/30/2017	\$0	Section 31a	Building administrator and KSSN Community
Activity - Arbor Circle Mental Health Clinician	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1 Arbor Circle Mental Health Clinician will be housed in Cedar View to support the emotional needs of our students. Students are referred for services through our Educational Management Team as well as the teaching staff. The clinician also runs social skill groups	Other - Mental health support	Tier 3	Implement	08/01/2016	06/30/2017	\$0	Section 31a	Building administrator and 1 Arbor
Activity - Core Content Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1 Core Content Interventionist provides assistance to the children who are failing or at risk of failing in one of the four content areas of Literacy, Math, Science, or Social Studies. It is the primary role of the CCI to ensure that all students are meeting the core academic requirements of the district. Program	Academic Support Program	Tier 3	Implement	08/01/2016	06/30/2017	\$0	Title I Part A	Building administrator and 1 Core Content
Activity - Math Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2 math interventionists will work with students who have not yet met proficiency standards in math. Students are assessed and then placed into skill-based groups. The interventionists then will meet with those students to support	Academic Support Program	Tier 2	Implement	08/01/2016	06/30/2017	\$0	Title I Part A	Building administrator and 2

Goal 3: All students will be proficient in Science

Measurable Objective 1: 31% of All Students will demonstrate a proficiency in science, at a level equal to or higher than the state expectation, in Science by 06/30/2017 as measured by and monitoring of the MSTEP..

Strategy 1: Teachers will use Gradual Release of Responsibility Model within Workshop Model to differentiate instruction for all students. - Aligned Curriculum, Assessment, & Instruction: Increase Reading Proficiency- Increase the number/percentage of students scoring "proficient/advanced" as determined by local assessments, MEAP, and MME. The district will support teachers to ensure curriculums, assessments, and instruction are aligned horizontally and vertically (1) through a focus on Professional Learning Communities, (2) a focus on instruction and data, (3) curriculum implementation and monitoring, and (4) targeted interventions.

Activity - Guaranteed and Viable Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Curriculum Focus: Teachers, building administration, and district administration will work together to ensure Common Core standards and district units of instruction are implemented, reflected upon, and monitored.</p> <p>This will be implemented and monitored through: -Professional Learning Communities (PLC's) -District Curriculum Rounds</p>	Implementation	Tier 1	Monitor	08/01/2016	06/30/2017	\$0	General Fund	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration

Category: Research Cited: *Schmoker, Michael J. (2011). Focus: Evaluating the Essentials- To Radically Improve Student Learning. Virginia: ASCD Fisher, D. and Frey, N. (2008). *Better Learning through Structured Teaching. Virginia: ASCD Marzano, Pickering & Pollock, D.E. (2004). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009). *Formative Assessment and Standards-Based Grading: Classroom Strategies That Work. New York: Solution Tree.

Tier: Tier 1

<p>Instructional Focus: Teachers, building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop Practices. This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs Professional Development will include: -Adaptive Schools; Training focused on classroom strategies and technique to promote student collaboration and learning -Training focused on Conferring and asking questions: Cognitive Coaching; Training focused on conferring with students -Training focused on a problem of practice: Lab Classrooms-teaching staff with Building Coaches -Training focused on district-wide School Improvement -Training focused on 5-Dimensions Teacher Evaluation - Send teaching staff member(s) to applicable training to get update on new Science standards and how they correlate to Battle Creek Science - Incorporating technology into learning. One specific training is sending teachers to the MACJII conference in March of 2017</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/01/2016</p>	<p>06/30/2017</p>	<p>\$51800</p>	<p>General Fund, Title II Part A</p>	<p>All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration</p>
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Strategy 2:

Targeted Interventions - Targeted interventions - Increase proficiency - Increase the number of students scoring "proficient/advanced" as determined by local and state assessment data. Students below grade level expectation and/or not meeting set criteria within a grade level will receive intervention. Category: Science Research Cited: * Schmoker, Michael J. (2011). Focus: Evaluating the Essentials - To Radically Improve Student Learning. Virginia: ASCD Fisher, D and Frey, N (2008). *Better Learning Through Structured Teaching. Virginia: ASCD Marzano, Pickering, & Pollock, D.E. (2004). * Classroom Instruction That Works:

Activity - Reading Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2 Reading Interventionists will support students who are not meeting proficiency standards in reading. Their content will be based on the Leveled Literacy Intervention program by Fountas and Pinnell.	Academic Support Program	Tier 3	Implement	08/01/2016	06/30/2017	\$0	Title I Part A	Building administrator and 2
Activity - Math Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2 math interventionists will work with students who have not yet made proficiency standards in Math. Students are assessed and then placed into skill-based groups. The interventionists then will meet with students to	Academic Support Program	Tier 2	Implement	08/01/2016	06/30/2017	\$0	Title I Part A	Building administrator and 2
Activity - KSSN Community-School Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1 KSSN Community-School Coordinator will support students and families in our building who are in need. That support includes finding and coordinating resources for food, clothing, shelter, and other needs. The coordinator is responsible for supporting student attendance,	Other - Social-emotional support	Tier 2	Implement	08/01/2016	06/30/2017	\$0	Title I Part A	Building administrator and 1 KSSN

Research-Based Strategies for Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009). * Formative Assessment and Standards-Based Grading: Classroom Strategies That Work. New York: Solution Tree. Tier: Tier 3

1 Arbor Circle Mental Health Clinician will be housed in Cedar View to support the emotional needs of our students. Students are referred for services through our Educational Management Team as well as the teaching staff. The clinician also runs social skills groups that support an additional 50 students.	Other - Mental health support	Tier 3	Implement	08/01/2016	06/30/2017
Activity - Core Content Interventionist	Activity Type	Tier	Phase	Begin Date	End Date
1 Core Content Interventionist provides assistance to the children who are failing or at risk of failing in one of the four content areas of Literacy, Math, Science, or Social Studies. It is the primary role of the CCI to ensure that all students are meeting the academic requirements of the district. Program strategies and techniques should be designed around best practice research and should take place within the regular classroom when appropriate.	Academic Support Program	Tier 3	Implement	08/01/2016	06/30/2017

Cedar View Elementary School

Goal 4: All students will be proficient in Social Studies

Measurable Objective 1: 33% of All Students will demonstrate a proficiency at a level equal to or higher than the state expectation, in Social Studies by 06/30/2017 as measured by the MSTEP..

Strategy 1: Teachers will use Gradual Release of Responsibility Model within Workshop Model to differentiate instruction for all students. - Aligned Curriculum, Assessment, & Instruction: Increase Social Studies Proficiency- Increase the number/percentage of students scoring "proficient/advanced" as determined by local assessments, MEAP, and MME. The district will support teachers to ensure curriculums, assessments, and instruction are aligned horizontally and vertically (1) through a focus on Professional Learning Communities, (2) a focus on instruction and data, (3) curriculum implementation and monitoring, and (4) targeted interventions.

Category: Research Cited: *Schmoker, Michael J. (2011). Focus: Evaluating the Essentials- To Radically Improve Student Learning. Virginia: ASCD Fisher, D. and Frey, N. (2008). *Better Learning through Structured Teaching. Virginia: ASCD Marzano, Pickering & Pollock, D.E. (2004). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009). *Formative Assessment and Standards-Based Grading: Classroom Strategies That Work. New York: Solution Tree.

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>PLC Focus: PLC's will monitor the analysis of data and implementation of the grade levels curriculum, assessment, and instructional strategies.</p> <p>This will be done by:</p>	Professional Learning	Tier 1	Monitor	08/01/2016	06/30/2017	\$6070	General Fund	Building administration, Professional Learning
Activity - Instructional Focus	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Instructional Focus: Teachers, building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop Practices. This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs Professional Development will include: -Adaptive Schools; Training focused on classroom strategies and technique to promote student collaboration and learning -Training focused on Conferring and asking questions: Cognitive Coaching; Training focused on conferring with students -Training focused on a problem of practice: Lab Classrooms-teaching staff with Building Coaches -Training focused on district-wide</p>	Professional Learning	Tier 1	Implement	08/01/2016	06/30/2017	\$60560	General Fund, Title II Part A	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Intervention is

Tier: Tier 1

Activity - Guaranteed and Viable Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum Focus: Teachers, building administration, and district administration will work together to ensure Common Core standards and district units of instruction are implemented, reflected upon, and monitored. This will be implemented and monitored through: -Professional Learning Communities (PLC's) -District Curriculum Rounds	Implementation	Tier 1	Monitor	08/01/2016	06/30/2017	\$0	General Fund	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content

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Strategy 2: Targeted Interventions - Targeted Interventions - Increase proficiency - Increase the number of students scoring "proficient/advanced" as determined by state and local assessment data. Students below grade level expectation and/or not meeting set criteria within a grade level will receive intervention. Category: Social Studies Research Cited: * Schmoker, Michael J. (2011). Focus: Evaluating the Essentials - To Radically Improve Student Learning. Virginia: ASCD Fisher, D. and Frey, N (2008). *

Activity - Reading Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2 Reading interventionists will support students who are not meeting proficiency standards in reading. The content which will be delivered comes from the Leveled Literacy Intervention program by Fountas and Pinnell.	Academic Support Program	Tier 3	Implement	08/01/2016	06/30/2017	\$0	Title I Part A	Building administrator and 2
Activity - Math Interventionist			Activity Type	Tier	Phase	Begin Date	End Date	

Better Learning Through Structured Teaching. Virginia: ASCD Marzano, Pickering, & Pollock, D.E. (2004).
 * Classroom Instruction That Works: Research-Based Strategies For Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009). * Formative Assessment and Standards-Based Grading: Classroom Strategies that Work. New York: Solution Tree Tier: Tier 3

2 math interventionists will work with students who have not yet met proficiency standards in math. Students are assessed and then placed into skill-based groups. The interventionists then will meet with students to support growth in those skills.	Academic Support Program	Tier 2	Implement	08/01/2016	06/30/2017	\$0	Title I Part A	Building administrator and 2 math
Activity - KSSN Community-School Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1 KSSN Community-School Coordinator will support students and families in our building who are in need. That support includes finding and coordinating resources for food, shelter, clothing, and other needs. The coordinator is responsible for supporting student attendance,	Other - Social-emotional support	Tier 2	Implement	08/01/2016	06/30/2017	\$0	Section 31a	Building administrator and 1 KSSN
Activity - Arbor Circle Mental Health Clinician	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1 Arbor Circle Mental Health Clinician will be housed at Cedar View to support the emotional needs of our students. Students are referred for services through our Educational Management Team as well as the teaching staff. The clinician runs social skills groups	Other - Mental health support	Tier 3	Implement	08/01/2016	06/30/2017	\$0	Section 31a	Building administrator and 1 Arbor
Activity - Core Content Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1 Core Content Interventionist provides assistance to the children who are failing or at risk of failing in one of the four content areas of Literacy, Math, Science, or Social Studies. It is the primary role of the CCI to ensure that all students are meeting the academic requirements of the district. Program	Academic Support Program	Tier 3	Implement	08/01/2016	06/30/2017	\$0	Title I Part A	Building administrator and 1 Core Content

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Activity Summary by Funding Source

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Focus	Instructional Focus: Teachers, building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop Practices. This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs Professional Development will include: -Adaptive Schools; Training focused on classroom strategies and technique to promote student collaboration and learning -Training focused on Conferring and asking questions: Cognitive Coaching; Training focused on conferring with students -Training focused on a problem of practice: Lab Classrooms-teaching staff with Building Coaches -Training focused on reading diagnostics, guided reading, and other reading instruction. One specific support is sending teachers to the MRA conference in March of 2017 -Training focused on district-wide School Improvement - Training focused on 5-Dimensions Teacher Evaluation - Incorporating technology into learning. One specific training is sending teachers to the MACUL conference in March of 2017.	Professional Learning	Tier 1	Implement	08/01/2016	06/30/2017	\$11300	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration

Below is a breakdown of your activities by funding source Title II Part A

Instructional Focus	<p>Instructional Focus: Teachers, building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop Practices. This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs Professional Development will include: - Adaptive Schools; Training focused on classroom strategies and technique to promote student collaboration and learning -Training focused on Conferring and asking questions: Cognitive Coaching; Training focused on conferring with students -Training focused on a problem of practice: Lab Classrooms-teaching staff with Building Coaches -Training focused on district-wide School Improvement -Training focused on 5-Dimensions Teacher Evaluation -Training focused on Math Workshop- Guided instruction through the use of data. Specific conference/development to be determined. Math curriculum committee reviewing current curriculum. Specific training and support could be needed based on recommendations and changes that group may make. - Incorporating</p>	Professional Learning	Tier 1	Implement	08/01/2016	06/30/2017	\$74300	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
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Instructional Focus	Instructional Focus: Teachers, building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop Practices. This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs Professional Development will include: -Adaptive Schools; Training focused on classroom strategies and technique to promote student collaboration and learning -Training focused on Conferring and asking questions: Cognitive Coaching; Training focused on conferring with students -Training focused on a problem of practice: Lab Classrooms-teaching staff with Building Coaches -Training focused on district-wide School Improvement -Training focused on 5-Dimensions Teacher Evaluation - Send staff member(s) to updates on new Social Studies standards to see connections to current Social Studies curriculum - Incorporating technology into learning. One	Professional Learning	Tier 1	Implement	08/01/2016	06/30/2017	\$50300	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
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Cedar View Elementary School

Instructional Focus	<p>Instructional Focus: Teachers, building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop Practices. This will be implemented and monitored through:</p> <ul style="list-style-type: none"> -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs Professional Development will include: -Adaptive Schools; Training focused on classroom strategies and technique to promote student collaboration and learning -Training focused on Conferring and asking questions: Cognitive Coaching; Training focused on conferring with students -Training focused on a problem of practice: Lab Classrooms-teaching staff with Building Coaches -Training focused on district-wide School Improvement -Training focused on 5-Dimensions Teacher Evaluation - Send teaching staff member(s) to applicable training to get update on new Science standards and how they correlate to Battle Creek Science - Incorporating technology into learning. One specific training is sending teachers to the MACUL conference in March of 2017. 	Professional Learning	Tier 1	Implement	08/01/2016
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Cedar View Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date
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General Fund

Guaranteed and Viable Curriculum	<p>District Curriculum Frameworks building administration, and district administration will work together with the Core Common Core standards and district units of the Curriculum Frameworks, Related Job, and Instructional Walk Throughs. This will be implemented through:</p> <ul style="list-style-type: none"> -Professional Learning Communities (PLC's) -District Curriculum Frameworks -District Instructional Rounds- Building Walk Throughs -Professional Development will include: -Adaptive Schools; Training focused on classroom strategies and technique to promote student collaboration and learning -Training focused on Conferring and asking questions: Cognitive Coaching; Training focused on conferring with students -Training focused on a problem of practice: Lab Classrooms-teaching staff with Building Coaches -Training focused on district-wide School 	Professional Learning	Tier 1	Monitor	08/01/2016
Guaranteed and Viable Curriculum	<p>Curriculum Frameworks building administration, and district administration will work together with the Social Studies of Colorado standards and district units of the Social Studies implemented, - reflected upon and monitored. This will be implemented and monitored through the Professional Learning Communities (PLC's)</p>	Implementation	Tier 1	Monitor	08/01/2016
Professional Learning Communities	<p>District Instructional Rounds for the analysis of data and implementation of the grade levels curriculum, assessment, and instructional strategies. This will be done by: -PLC's participating in 30 hours of grade level PLC and/or content PLC -PLC's focusing on the following questions: What do we want our student to know/do? How will we know they have learned it? What will we do to extend? What will we do to remediate? -PLC's focusing on the analysis of student work (formative and summative</p>	Professional Learning	Tier 1	Monitor	08/01/2016
Professional Learning Communities	<p>PLC's focus on the analysis and learning. Teams will examine the grade level curriculum, assessment, and instructional strategies. This will be done by: -PLC's</p>	Professional Learning	Tier 1	Monitor	08/01/2016
SY 2016-2017 Page 104 © 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.	<p>participating in 30 hours of grade level PLC and/or content PLC -PLC's focusing on the following questions: What do we want our student to know/do? How will we know they have learned it? What will we do to extend? What will we do to remediate? -PLC's focusing on the analysis of student work (formative and summative assessments) to support explicit teaching and learning. Teams will examine data and use framed questions responses of "Here's what...", So what/why...", Now what?"</p>				

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Professional Learning Communities	<p>PLC Focused PLCs will create the analysis of data and then report to the district level all work together to assess the effectiveness of strategies. This will be done by Release of Responsibility Model and/or other practices. And will attempt to create a focus on the following: Observation, Building Observation and feedback loop. District will have learned to what Billings talk to and what is needed to develop an PLC in order to adapt a series of student work strategies and assessment strategies and explicit teaching and learning. Training will consist of a focus on asking questions, Cognitive Coaching, Training, and conferring with students - Training</p>	Professional Learning	Tier 1	Implementation	08/01/2016
Instructional Focus	<p>focus on a problem of practice, building classrooms and staff with Building Coaches working together to create a guided reading, the district teaching staff as one responsibility. Miscellaneous Teacher Performance Conference will be implemented in 2017. Training focused on district-wide observations, Building Observations, and Feedback Dimensions District Evaluation - Rooms - Budgeting into a Professional Specific training is including Teacher Schools; MACUL conference in March of 2017.</p>	Professional Learning	Tier 1	Implementation	08/01/2016
	<p>and technique to promote student collaboration and learning - Training focused on Conferring and asking questions: Cognitive Coaching; Training focused on conferring with students - Training focused on a problem of practice: Lab Classrooms-teaching staff with Building Coaches - Training focused on district-wide School Improvement - Training focused on 5-Dimensions Teacher Evaluation - Send teaching staff member(s) to applicable training to get update on new Science standards and how they correlate to Battle Creek Science - Incorporating technology into learning. One specific training is sending teachers to the MACUL conference in March of 2017.</p>				

Instructional Focus	<p>Instructional Focus: Teachers, building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop Practices. This will be implemented and monitored through:</p> <ul style="list-style-type: none"> -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs Professional Development will include: <ul style="list-style-type: none"> - Adaptive Schools; Training focused on classroom strategies and technique to promote student collaboration and learning -Training focused on Conferring and asking questions: Cognitive Coaching; Training focused on conferring with students -Training focused on a problem of practice: Lab Classrooms-teaching staff with Building Coaches -Training focused on district-wide School Improvement -Training focused on 5-Dimensions Teacher Evaluation -Training focused on Math Workshop- Guided instruction through the use of data. Specific conference/development to be determined. Math curriculum committee reviewing current curriculum. Specific training and support could be needed based on recommendations and changes that group may make. - Incorporating technology into learning. One specific training is sending teachers to the MACUL conference in March of 2017. 	Professional Learning	Tier 1	Implementation	08/01/2016
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Cedar View Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date
Arbor Circle Mental Health Clinician	1 Arbor Circle Mental Health Clinician will be housed in Cedar View to support the emotional needs of our students. Students are referred for services through our Educational Management	Other - Mental health support	Tier 3	Implementation	08/01/2016

Section 31a

KSSN Community School Coordinator	1 KSSN Community-School Coordinator will support students and families in our building who are in need. That support includes finding and coordinating resources for food, shelter, clothing, and other needs. The coordinator is responsible for supporting student attendance, setting up tutors and mentors, and building partnerships within the community.	Other Social-emotional support	Tier 2 Tier 2	Implement Implement	08/01/2016 08/01/2016
KSSN Community School Coordinator	1 KSSN Community School Coordinator will support students and families in our building who are in need. That support includes finding and coordinating resources for food, clothing, shelter, and other needs. This person is responsible for supporting student attendance, setting up tutors and mentors, as well as building partnerships within the community.	Other Social-emotional support	Tier 2 Tier 2	Implement Implement	08/01/2016 08/01/2016
Arbor Circle Mental Health Clinician	1 Arbor Circle Mental Health Clinician will be housed in Cedar View to support the emotional needs of our students. Students are referred for services through our Educational Management Team as well as the teaching staff. The clinician also runs social skills groups that support an additional 50 students.	Other Mental health support	Tier 3 Tier 3	Implement Implement	08/01/2016 08/01/2016
Arbor Circle Mental Health Clinician	1 Arbor Circle Mental Health Clinician will be housed at Cedar View to support the emotional needs of our students. Students are referred for services through our Educational Management Team as well as the teaching staff. The clinician runs social skills groups that supports an additional 50 students.	Other Mental health support	Tier 3 Tier 3	Implement Implement	08/01/2016 08/01/2016
Arbor Circle Mental Health Clinician	1 Arbor Circle mental health clinician will be housed in Cedar View to support the emotional needs of students. Students are referred for services through our Educational Management Team as well as the teaching staff. The clinician also runs social skill groups that support an additional 50 students.	Other Mental health support	Tier 3 Tier 3	Implement Implement	08/01/2016 08/01/2016
KSSN Community School Coordinator	1 KSSN community-school coordinator will support students and families in our building who are in need. That support includes finding resources for food, clothing, shelter, and other needs. This person is responsible for supporting Cedar View Elementary School	Other Social-emotional support	Tier 2 Tier 2	Implement Implement	08/01/2016 08/01/2016

Title I Part A

Core Content Interventionist	Core Content Interventionist provides assistance to the children who are failing or at risk of failing in one of the four content areas of Math, Science, Social Studies, and Language Arts. The interventionist is responsible for providing the necessary support to all students who are struggling in these areas. The interventionist should be designed around best practices from research and should take place within the regular classroom when appropriate.	Academic Support Program	Tier 3	Phase 1	08/01/2016
Reading Interventionist	Literacy, Science, Social Studies, and Language Arts. The interventionist is responsible for providing the necessary support to all students who are struggling in these areas. The interventionist should be designed around best practices from research and should take place within the regular classroom when appropriate.	Academic Support Program	Tier 3	Implementation	08/01/2016
Core Content Interventionist	Core Content Interventionist provides assistance to the children who are failing or at risk of failing in one of the four content areas of Math, Science, Social Studies, and Language Arts. The interventionist is responsible for providing the necessary support to all students who are struggling in these areas. The interventionist should be designed around best practices from research and should take place within the regular classroom when appropriate.	Academic Support Program	Tier 3	Implementation	08/01/2016
Math Interventionist	2 math interventionists will work with students who have not yet made proficiency standards in Math. Students are assessed and then placed into skill-based groups. The interventionists then will meet with students to support growth in those skills.	Academic Support Program	Tier 2	Implementation	08/01/2016
Reading Interventionist	2 Reading Interventionists will support students who are struggling in reading. The interventionists will provide support to all students who are struggling in reading. The interventionist should be designed around best practices from research and should take place within the regular classroom when appropriate.	Academic Support Program	Tier 3	Implementation	08/01/2016
Reading Interventionist	2 Reading Interventionists will support students who are struggling in reading. The interventionists will provide support to all students who are struggling in reading. The interventionist should be designed around best practices from research and should take place within the regular classroom when appropriate.	Academic Support Program	Tier 3	Implementation	08/01/2016
Math Interventionist	2 math interventionists will work with students who have not yet made proficiency standards in Math. Students are assessed and then placed into skill-based groups. The interventionists then will meet with students to support growth in those skills.	Academic Support Program	Tier 2	Implementation	08/01/2016
Core Content Interventionist	Core Content Interventionist provides assistance to the children who are failing or at risk of failing in one of the four content areas of Math, Science, Social Studies, and Language Arts. The interventionist is responsible for providing the necessary support to all students who are struggling in these areas. The interventionist should be designed around best practices from research and should take place within the regular classroom when appropriate.	Academic Support Program	Tier 3	Implementation	08/01/2016
Reading Interventionist	2 Reading Interventionists will support students who are struggling in reading. The interventionists will provide support to all students who are struggling in reading. The interventionist should be designed around best practices from research and should take place within the regular classroom when appropriate.	Academic Support Program	Tier 3	Implementation	08/01/2016
Math Interventionist	2 math interventionists will work with students who have not yet made proficiency standards in Math. Students are assessed and then placed into skill-based groups. The interventionists then will meet with students to support growth in those skills.	Academic Support Program	Tier 2	Implementation	08/01/2016

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