



School Improvement Plan

Cedar Springs Middle School

Cedar Springs Public Schools

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Introduction

The SIP 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 Springs Middle School serves 500 students in a rural/suburban fringe area, located 20 miles north of Grand Rapids, MI. We have a balance of economically disadvantaged and non-economically disadvantaged students (50/50) Our demographics show 97% white and 3% other. The school district serves as the epicenter for the community, providing various types of programming opportunities for birth through senior citizens.

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.

Vision, Mission and Beliefs

Vision Statement

Our children will become self-confident citizens capable of facing the challenges of a changing world. All students will meet or exceed grade level standards. All students will be provided differentiated instruction and extended learning opportunities to ensure their success.

Mission Statement

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

Beliefs Statement

Cedar Springs Public Schools is committed to doing whatever it takes to ensure every child regardless of gender, race, ethnicity, socioeconomic status or disability is challenged and learns at high levels.

Every student is a unique learner and Cedar Springs Public Schools will tailor instruction to meet the needs of each student.

Cedar Springs Public Schools is committed to a culture of respect that involves integrity, fair treatment, honesty and openness.

Cedar Springs Public Schools believes that the development of the whole child is an essential role of the school district and as such we will work to build high efficacy, critical thinking and team work skills in all students.

(Habits of Mind)

Cedar Springs Public Schools believes that the success of each child is dependent on strong partnerships between teachers, students, parents and the community.

Cedar Springs Public Schools believes that a culture that supports collaboration, innovation and excellence will allow us to better meet the needs of each child.

Cedar Springs Public Schools recognizes that high levels of engagement, creating urgency and relevance are critical to ensuring each Cedar student becomes the "best for the world." We will work to design our culture

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 Springs Middle School is an NCA Accredited school. We have achieved the Michigan Green Schools Award for the past 3 years. In regards to student achievement, we have increased the number of students proficient as measured by the State M-Step in reading, math, science, and social studies.

We have improved our attendance rates for all students and in our sub-groups (econ disadvantaged). We also boast a 94% passing rate in all core classes. WE are in year two of offering five HS credit classes in various content areas for students to challenge their abilities and get ahead on High School credit in order to open up more advanced opportunities in high school.

In the area of school culture, we have worked hard to stop bullying and create a positive school environment where the students accept eachother for who they are and the strengths as individuals that they have. We continue the messages and learning from our 2013 partnership with Kent County Mental Health's Be nice program and also with Rachel's Challenge.

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 Springs Middle School is committed to ongoing learning. Our staff work tirelessly to apply research on teaching and learning. Within the school year, we have dedicated over 55 hours to professional learning. In addition, we run lab classrooms during instruction, inviting other educators. Our instructional support coach supports teachers and students to grow in multiple ways. We are so fortunate to be on the cutting edge of true school improvement practices.

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.

Cedar Springs Public Schools is working to define its improvement process and engage the community members. This is a growth area for CSPS. PLC groups are consistently looking at our student achievement data and working to define our GAN. Our administration team meets regularly to review and discuss the Advanc-ED action plans, goals, and progress.

All staff members are a part of the building school improvement process. We have conversations and complete the needs assessment together as a building team. Representatives from the building staff members are engaged in the school improvement process along with two parent representatives. Monthly hour long meetings are held at the building level as well as four full-day meetings, held at our district office for prek-12, facilitated by our Kent ISD school improvement team. In addition, we hold school improvement parent informational meetings during parent/ teacher conferences.

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

District Administrators have conversations with teachers, support staff, students, and parents. District Administrators are responsible for communicating feedback at the district level. Our School Improvement team consists of teachers, parents, and administration as well as our instructional coach. The building is responsible for the building improvement plan. This feeds up to the district improvement plan. All voices are important and are welcome to our process.

Teacher content teams, PLCs, instructional coaches, and the building administration analyze data regularly. In addition, surveys are sent out at the building and district level to gain insight and perspectives from all stakeholders.

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

Improvement plans are uploaded to the district web page for community review and are communicated at BOE meetings. More regular communication regarding progress occurs at staff meetings and within school improvement team meetings. During fall, winter, and spring conferences, we offer a School Improvement parent update session. However, we have not had great success in folks attending this opportunity. Data on student progress is shared with parents through newsletters, newspaper articles, BOE meetings, and website.

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.

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 Doc

Evaluative Criteria and Rubrics

Overall Rating: 3.75

	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 entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

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

All tested areas have proven to be above expected levels with the exception of 8th grade math. However, being the 1st year of the M-Step test, we do not have previous data to compare.

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

In comparison to the county, we have tested significantly higher since changing to the M-Step test.

Which area(s) indicate the overall highest performance?

7th grade Reading (65%)

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

With new testing, all content areas are showing improvement and positive results.

Between which subgroups is the achievement gap closing?

Gender and Economically Disadvantaged

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

Special Education and Economically Disadvantaged students continue to struggle, no matter the test.

Areas in Need of Improvement

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

8th grade math

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

Special Education students

Which area(s) indicate the overall lowest performance?

Math

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

Special Education

Between which subgroups is the achievement gap becoming greater?

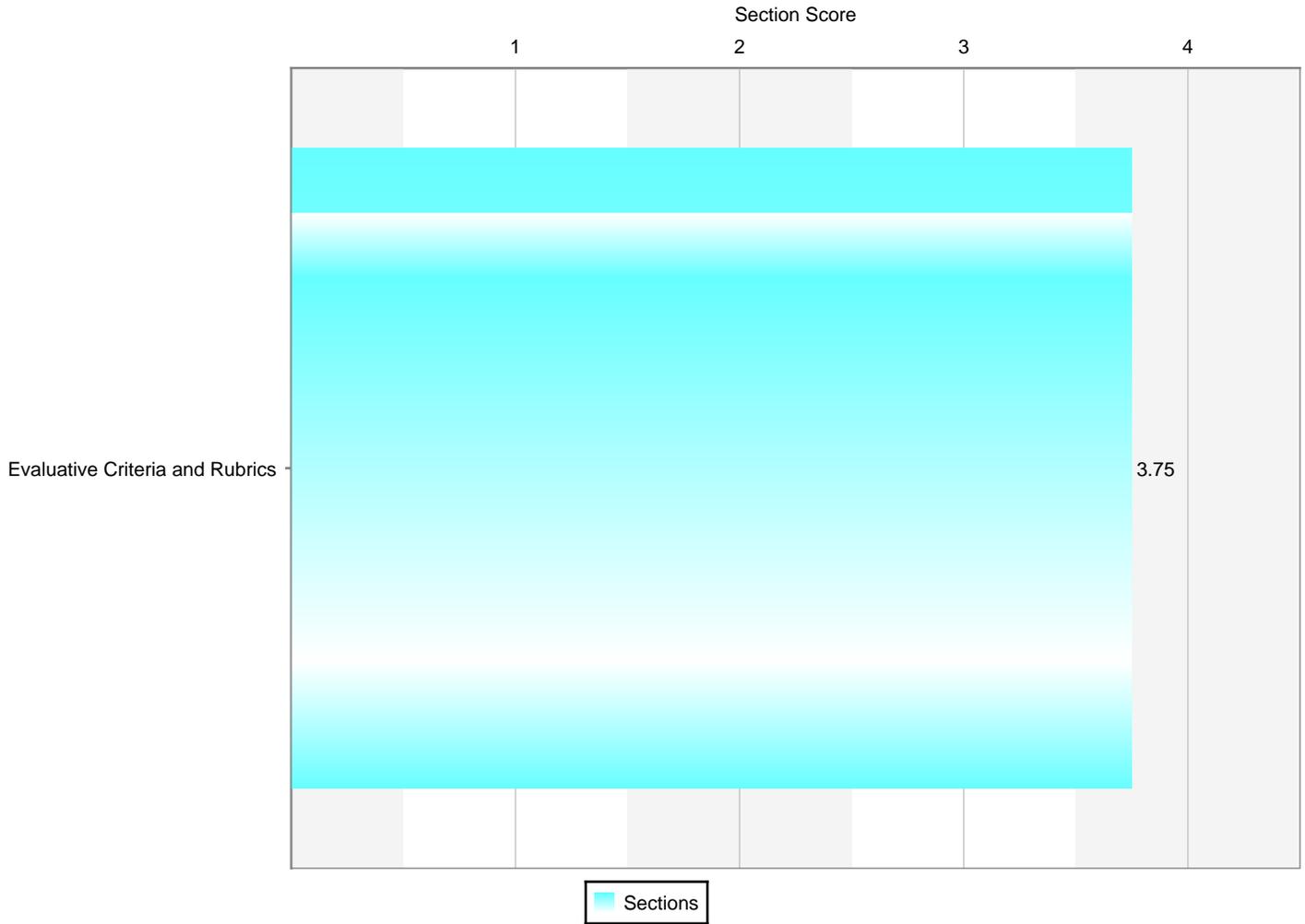
Special Education

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

Other data sources show consistent results.

Report Summary

Scores By Section



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.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Data

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	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	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

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

In the parent survey, teaching and assessment for learning was the highest overall average standard at 4.17. The highest standard average for both the student and teacher survey was Purpose and Direction at 4.14 and 4.04 respectively.

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

Our district has worked diligently to raise the level of student achievement in all content areas, with a special focus on literacy. Most recently, SI teams at our K-8 levels have worked to ensure a guaranteed and viable curriculum is in place, giving students the same opportunity to learn at high levels in mathematics. Science and social studies teams have been working with the draft standards and the content literacy standards to ensure alignment to state expectations.

Stakeholders appreciate the positive culture and teacher communication regarding student progress. Overall parent satisfaction is high. Parents always appreciate extra support for their children as well as student leadership opportunities.

Students appreciate the teachers and the relationships that they build. Students continue to hope for the most positive school climate possible, eliminating all meanness or bullying by some students that can ruin a day.

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

Each of these support the above findings.

1. Previous parent surveys
2. Program evaluation survey
3. intermittent staff surveys
4. Staff meeting/PLC conversations
5. PLC reflections

Areas in Need of Improvement

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

Governing body for both parents (3.9) and staff (3.78) was the lowest level of satisfaction.
Resources and Support Systems for students (3.76) was the lowest level of satisfaction.

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

Based on data from the most recent surveys, satisfaction with our governing body is decreasing. In addition, student intervention support or resources for students and parents in need of extra help is another area that we need to communicate more effectively and look to additional choice for students/parents to access.

What are the implications for these stakeholder perceptions?

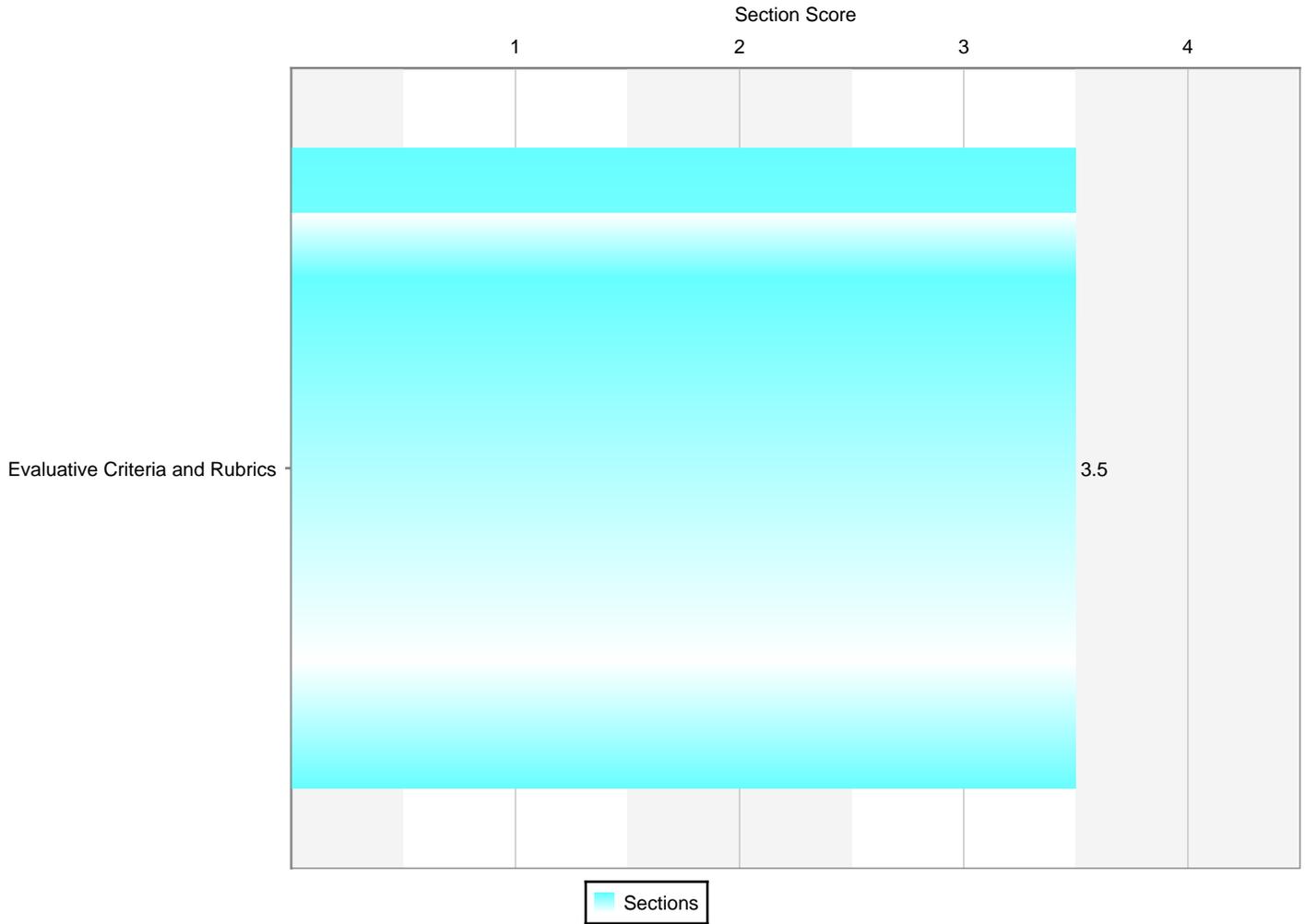
Overall stakeholder level of satisfaction is high in all three stakeholder's surveys. There are some areas within each survey in which we can dig deeper and ask specific focus questions to small groups of students, staff, and parents. These conversations will support a clearer understanding of what the stakeholder would like to see changed or added in order to increase satisfaction.

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

We feel that we need to spend more time touching base with parents and students about specific areas on questionnaire which scored lower. This will support improved stakeholder satisfaction as we provide additional supports to our families.

Report Summary

Scores By Section



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?

We have had consistent enrollment over the past few years, holding at approximately 500 students in the middle school.

There has been a steady climb in free and reduced lunch. However, it seems to be leveling off at about 51%.

Student Demographic Data

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

A small percent of families have chronic attendance problems. After truancy reporting is done, the challenges, outside of district control, are the follow through and accountability for the families.

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 student behavior referrals have decreased somewhat, but there has been a shift due to the changing habits of students. For example, misuse of social media and cyber bullying have become an increased problem but physical altercations have declined.

Student Demographic Data

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

The state could provide more assistance with identified challenges.

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?

Having a consistent administrator with a vision to employ and maintain a stable and highly qualified team that agrees to collaborate and use best practice daily improves student achievement.

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?

As a building, we have an average experience of 15 years. We have maintained a stable and highly qualified team. This team agrees to collaborate and use best practice daily for improvement of student achievement.

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?

Having an administrator who values being in the building as much as possible supports positive growth in student achievement. However, if additional supports were available in the building, allowing our leader to experience and learn from other trainings or collaboration, they may gain new learning that can be brought back to the building and increase student achievement.

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?

Having consistent attendance of highly qualified teachers, who build a positive relationship with students, has a positive impact on student achievement. However, teachers gain new learning through school business opportunities that can be brought back to the building and increase student achievement.

Teacher/School Leader(s) Demographic Data

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

Prioritizing and balancing professional learning experiences in order to maximize student achievement.

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?

Standard 1: Purpose and Direction

Standard 2: Governance and Leadership

Standard 3: Teaching and Assessing for Learning

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?

Standard 5: Using Results for Continuous Improvement

12. How might these challenges impact student achievement?

If we continue to grow our knowledge in the use of assessment results, then our student achievement will improve.

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.

We will need to use the daily formative assessment and feedback loops as well as the summative assessments to improve our instruction.

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?

- * After school program is available with a Math Interventionist
- * EMT
- * Parent Contacts
- * Constant contact between Special Education and General Education teachers
- * Teaming
- * Common Planning Time

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

Available for all grades at Cedar Springs Middle School

- * After school program is available with a Math Interventionist
- * Extracurricular activities - sports, student leadership, Men of honor, FFA, etc.
- * Teacher time during lunch or after school

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

By looking at student achievement data, individually or during team, students are identified as at risk.

Parents are communicated via email, phone calls, newsletters, Power School, and weekly progress reports.

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?

Pacing Guides

Assessment scores

MStep scores

Communication in content meetings and PLC

Teacher Evaluations

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.

Youth Screen - reach out to students and families to support any needs, most specifically mental health

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

60-65% of all students at CSMS are meeting or exceeding the state assessment, as measured by MStep, as compared to 45-49% at the state level. In addition, students have gained more buy in to the importance, enjoyment, and value of reading.

EMBARGOED STILL---DO NOT SHARE AT THIS TIME

19b. Reading- Challenges

Performance Gap.

35-40% not passing the state assessment

finding books that are of interest or age appropriate to the students at the extremes

Helping students to infer, site evidence, and think critically.

Inspiring students to read and write outside of the school day.

19c. Reading- Trends

consistency in an increasing interest in reading

small gains in assessment scores

less push back on pleasure reading

more informational reading

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.

We will continue to set goals and close the performance gap. By using PLC, data, and instructional support coaches, we will support the bottom 30% of students and also support the growth of teachers.

20a. Writing- Strengths

Writing scores on the state assessment are ... no results yet

Students are able to generate different types of writing - argumentative, informative, and narrative.

20b. Writing- Challenges

Use of conventions

Writing Stamina

20c. Writing- Trends

Increased dependence on technology to auto correct for convention use.

Students use of texting shortcuts are showing up in their writing

Students are learning to write argumentative and informational essays

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.

We will continue to set goals and close the performance gap. By using PLC, data analysis and dialogue, and employing instructional coaches, we will support the bottom 30% of students and also support the growth of teachers.

21a. Math- Strengths

Critical thinking

Perseverance through challenging work

21b. Math- Challenges

lack of Number Sense

Gaps due to inconsistent curriculum

21c. Math- Trends

inconsistent levels of achievement on the state assessments - scores ranged from 33% - 60% on MStep

progressive increase with challenging questions which require critical thinking exists

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 continue to set goals and close the performance gap. By using PLC, data dialogue, and instructional coaching we will support the bottom 30% of students and also support the growth of teachers.

22a. Science- Strengths

hands on learning
district common assessment scores show a high level of proficiency

22b. Science- Challenges

large gap in years between state assessments
challenging reading level in text

22c. Science- Trends

consistently low state assessment scores

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.

School Improvement Plan

Cedar Springs Middle School

We will continue to set goals and close the performance gap. By using PLC, data, and coaching we will support the bottom 30% of students and also support the growth of teachers.

23a. Social Studies- Strengths

students persevere through challenging informational text

23b. Social Studies- Challenges

assessments have a wide variety of information with a large gap between testing

23c. Social Studies- Trends

Consistently low scores on state assessment, however our most recent M-Step shows a positive climb.

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.

We will continue to set goals and close the performance gap. By using PLC, data, and coaching we will support the bottom 30% of students and also support the growth of teachers.

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?

Students comfort level at school

Staff members make parents feel welcome when they visit my school

Staff members at my school are kind to students

My school involves students in leadership activities

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

The middle school targets student behavior, however it can still be trying for students.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

bring in focus group to discuss perceptions and concerns

more detailed survey to pinpoint concerns

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

communication from teachers

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

structure of our parent teacher conferences

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

evaluate the process to find improvements or other options

provide a variety of options for parent conferences

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

Culture and collaboration

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

inconsistent curriculum

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

administration prioritizing the need for thoughtful decision making in providing consistent curriculum

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

NA

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

NA

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

The data is always important to share back to stakeholders and allow voice in the conversation regarding Her's What/ SO What/ Now What dialogue. We wil invite all stakeholders to our spring SI meeting to see the data.

Summary

28a. Summary

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

Students, administrators, parents, and staff feel there is a consistently positive atmosphere at Cedar Springs Middle School.

Students, administrators, parents, and staff have different concerns at times due to an ever changing educational environment.

28b. Summary

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

By using PLC time, data, and coaching we will support students and parents and also support the growth of teachers.

The collaboration between all involved will continue to be important as we continue to set goals and close the performance gaps.

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?

We will continue to set goals and close the performance gap. By using PLC, data, and coaching we will support gaps in student learning and also support the growth of teachers. Goals will be set to target specific demographic groups such as economically disadvantaged students and students with disabilities.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	This is completed at our elementary buildings. We are a grade 7-8 building. However through collaboration within our administration and PLC teams, it is known that grades 1-5 test their students annually as well as on-going throughout their Everyday Math units. Data is entered into our data management system.	

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	Yes, our school published our Annual Education Report. see website: http://www.csredhawks.org	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	Through Career Cruising, students explore careers aligned with their interests and gain a deeper understanding of the educational requirements to reach that goal. Students complete their EDP through this program.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	Our school reviews and annually updates the EDPs. In addition, administration meets with students in large and small groups as well as individually to ensure that all students understand their options for coursework. This supports their career pathway.	

School Improvement Plan

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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	http://www.csredhawks.org	

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	Dr. Laura VanDuyn 204 E Muskegon Street Cedar Springs, MI 49319 616-696-1204 X1004	

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	Our student handbook and school-parent involvement plan is posted on our school website http://www.csredhawks.org	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	The last page of our student handbook has a page to be signed by parents assuring that they know and have access to our school rules and policies.	

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	Any information that the team feels is needed to support our school improvement plan is typically obtainable from our resources.	

2016-2017 School Improvement Plan

Overview

Plan Name

2016-2017 School Improvement Plan

Plan Description

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: 5 Strategies: 2 Activities: 4	Academic	\$61070
2	All students will be proficient in mathematics	Objectives: 3 Strategies: 2 Activities: 4	Academic	\$399270
3	All students will be proficient in science	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$180470
4	All students will be proficient in social studies	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$323270

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

Measurable Objective 1:

68% of All Students will demonstrate a proficiency ,at a level equal to or higher than the state expectation, in English Language Arts by 06/30/2017 as measured by 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:

Staff meetings will continue to provide professional development around the gradual reslease of instruction model dovetailed with our 5D instrutrional growth rubric. Through improved practice, we will increase the number/percentage of students scoring "proficient or advanced proficient" as determined by local assessments and M-Step. 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) and curriculum implementation and monitoring

Category: Other - All content areas

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).

Tier: Tier 1

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: -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 be 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>	Professional Learning	Tier 1	Monitor	07/01/2016	06/30/2017	\$6070	General Fund	Building administration, Professional Learning Communities Leaders, Core Content Interventionist, and all certified staff

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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. We also use our 5D instructional growth rubric to refine practices and have conversations within our PD opportunities.</p> <p>This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs</p> <p>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 Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation</p>	Implementation	Tier 1	Monitor	07/01/2016	06/30/2017	\$31000	Section 31a, General Fund, Title II Part A	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, Core Content Interventionist, District Administration
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	07/01/2016	06/30/2017	\$5000	General Fund, Title II Part A	All PreK-12 Staff, PLC Leaders, Curriculum Teams, Coach, Core Content Interventionist, District Administration

Measurable Objective 2:

85% of Seventh and Eighth grade students will demonstrate a proficiency ,at a level equal to or higher than the district expectation, in English Language Arts by 06/08/2017 as measured by Scholastic Reading Inventory (SRI).

(shared) Strategy 1:

Teachers will use Gradual Release of Responsibility Model within Workshop Model to differentiate instruction for all students. - Aligned Curriculum, Assessment, &

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Instruction:

Staff meetings will continue to provide professional development around the gradual reslease of instruction model dovetailed with our 5D instrutrional growth rubric. Through improved practice, we will increase the number/percentage of students scoring "proficient or advanced proficient" as determined by local assessments and M-Step. 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) and curriculum implementation and monitoring

Category: Other - All content areas

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).

Tier: Tier 1

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: -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?"</p>	Professional Learning	Tier 1	Monitor	07/01/2016	06/30/2017	\$6070	General Fund	Building administration, Professional Learning Communities Leaders, Core Content Interventionist, and all certified staff
Activity - Instructional Focus	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Cedar Springs Middle School

<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. We also use our 5D instructional growth rubric to refine practices and have conversations within our PD opportunities.</p> <p>This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs</p> <p>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 Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation</p>	Implementa tion	Tier 1	Monitor	07/01/2016	06/30/2017	\$31000	Title II Part A, Section 31a, General Fund	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, Core Content Intervention ist, District Administrati on
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Activity - Guaranteed and Viable Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
<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>	Implementa tion	Tier 1	Monitor	07/01/2016	06/30/2017	\$5000	Title II Part A, General Fund	All PreK-12 Staff, PLC Leaders, Curriculum Teams, Coa ch, Core Content Intervention ist, District Administrati on

Measurable Objective 3:

52% of Economically Disadvantaged students will demonstrate a proficiency ,at a level equal to or higher than the state expectation, in English Language Arts by 06/08/2017 as measured by M-step.

(shared) Strategy 1:

Targeted Interventions - Targeted interventions- Increase proficiency- Increase the number of students scoring "proficient/advanced proficient" as determined by local assessments, M-Step and MI-Access. 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.

School Improvement Plan

Cedar Springs Middle School

Category: Other - All core areas

Research Cited: *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.

Tier:

Activity - Academic Support Program-31A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities. 31A Interventions: -Core Content Interventionist Coach -Homeless Population Interventionists -ESL (English as Second Language) Interventionist -Home/School Community Schools -Extended Learning Opportunities; After School Student Support	Academic Support Program	Tier 2	Evaluate	07/01/2016	06/30/2017	\$19000	Section 31a	All 77-8 Staff, Teaching Staff, Core Content Interventionist, District Administration

Measurable Objective 4:

23% of Students with Disabilities students will demonstrate a proficiency ,at a level equal to or higher than the state expectation, in English Language Arts by 06/08/2017 as measured by M-Step.

(shared) Strategy 1:

Targeted Interventions - Targeted interventions- Increase proficiency- Increase the number of students scoring "proficient/advanced proficient" as determined by local assessments, M-Step and MI-Access. 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: Other - All core areas

Research Cited: *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.

School Improvement Plan

Cedar Springs Middle School

Tier:

Activity - Academic Support Program-31A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities.</p> <p>31A Interventions: -Core Content Interventionist Coach -Homeless Population Interventionists -ESL (English as Second Language) Interventionist -Home/School Community Schools -Extended Learning Opportunities; After School Student Support</p>	Academic Support Program	Tier 2	Evaluate	07/01/2016	06/30/2017	\$19000	Section 31a	All 77-8 Staff, Teaching Staff, Core Content Interventionist, District Administration

Measurable Objective 5:

80% of All Students will demonstrate a proficiency at a level equal to or higher than the district expectation in Writing by 06/08/2017 as measured by as measured by the district common writing assessment..

(shared) Strategy 1:

Teachers will use Gradual Release of Responsibility Model within Workshop Model to differentiate instruction for all students. - Aligned Curriculum, Assessment, & Instruction:

Staff meetings will continue to provide professional development around the gradual reslease of instruction model dovetailed with our 5D instructional growth rubric. Through improved practice, we will increase the number/percentage of students scoring "proficient or advanced proficient" as determined by local assessments and M-Step. 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) and curriculum implementation and monitoring

Category: Other - All content areas

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).

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Cedar Springs Middle School

<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: -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?"</p>	Professional Learning	Tier 1	Monitor	07/01/2016	06/30/2017	\$6070	General Fund	Building administration, Professional Learning Communities Leaders, Core Content Interventionist, and all certified staff
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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. We also use our 5D instructional growth rubric to refine practices and have conversations within our PD opportunities.</p> <p>This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs</p> <p>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 Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation</p>	Implementation	Tier 1	Monitor	07/01/2016	06/30/2017	\$31000	Title II Part A, General Fund, Section 31a	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, Core Content Interventionist, District Administration

Activity - Guaranteed and Viable Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Cedar Springs Middle School

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	Implementa tion	Tier 1	Monitor	07/01/2016	06/30/2017	\$5000	General Fund, Title II Part A	All PreK-12 Staff, PLC Leaders, Curriculum Teams, Coa ch, Core Content Intervention ist, District Administra tion
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Goal 2: All students will be proficient in mathematics

Measurable Objective 1:

55% 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 M-Step.

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 proficient" as determined by local assessments and M-step 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: Other - All content areas

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
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School Improvement Plan

Cedar Springs Middle School

<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: -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?"</p>	Professional Learning	Tier 1	Monitor	07/01/2016	06/30/2017	\$6070	General Fund	Building administration, Professional Learning Communities Leaders, all certified staff
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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.</p> <p>This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs</p> <p>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 Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation -Training focused on Math Workshop- Guided instruction through the use of data -Training focused on Mathematical Practices "PRIME training"</p>	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$103200	Section 31a, General Fund, Title II Part A	All PreK-12 Staff, PLC Leaders, Curriculum Teams, Instructional support coaches, District Administration

Activity - Guaranteed and Viable Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Cedar Springs Middle School

<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>	Implementa tion	Tier 1	Monitor	07/01/2016	06/30/2017	\$0	General Fund	All PreK-12 Staff, PLC Leaders, Curriculum Teams, Instructiona l Support Coach, Core Content Intervention ist Coach, District Administrati on
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Measurable Objective 2:

14% of Students with Disabilities students will demonstrate a proficiency ,at a level equal to or higher than the state expectation, in Mathematics by 06/08/2017 as measured by M-Step.

(shared) Strategy 1:

Targeted Interventions - Targeted interventions- Increase proficiency- Increase the number of students scoring "proficient/advanced" as determined by local assessments, M-Step abd MI-Access. 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: Other - All contents

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 2

Activity - Academic Support Program-31A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Cedar Springs Middle School

<p>All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities.</p> <p>31A Interventions: -Core Content Interventionist Coaches -Homeless Population Interventionists -ESL (English as Second Language) Interventionist -Home/School Community Schools -Extended Learning Opportunities; After School Student Support</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Evaluate</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$290000</p>	<p>Section 31a</p>	<p>All PreK-12 Staff, Teaching Staff, Instructional Support Coach, Core Content Interventionist Coaches, District Administration</p>
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Measurable Objective 3:

28% of Economically Disadvantaged students will demonstrate a proficiency ,at a level equal to or higher than the state expectation, in Mathematics by 06/08/2017 as measured by M-Step.

(shared) Strategy 1:

Targeted Interventions - Targeted interventions- Increase proficiency- Increase the number of students scoring "proficient/advanced" as determined by local assessments, M-Step abd MI-Access. 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: Other - All contents

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 2

Activity - Academic Support Program-31A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Cedar Springs Middle School

All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities. 31A Interventions: -Core Content Interventionist Coaches -Homeless Population Interventionists -ESL (English as Second Language) Interventionist -Home/School Community Schools -Extended Learning Opportunities; After School Student Support	Academic Support Program	Tier 2	Evaluate	07/01/2016	06/30/2017	\$290000	Section 31a	All PreK-12 Staff, Teaching Staff, Instructional Support Coach, Core Content Interventionist Coaches, District Administration
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Goal 3: All students will be proficient in science

Measurable Objective 1:

47% of All Students will demonstrate a proficiency ,at a level equal to or higher than the state expectation, in Science by 06/08/2017 as measured by State Assessment.

Strategy 1:

Teachers will use Gradual Release of Responsibility Model within Workshop Model to differentiate instruction for all students. - Aligned Curriculum, Assessment, & Instruction:

Increase Science Proficiency- Increase the number/percentage of students scoring "proficient/advanced proficient" as determined by local assessments and M-Step. 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: Other - All core content courses

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

School Improvement Plan

Cedar Springs Middle School

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: -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?"</p>	Professional Learning	Tier 1	Monitor	07/01/2016	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
<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.</p> <p>This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs</p> <p>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 Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation -Training with STEM Project and Next Generation Science Standards with VanAndel Research Institute- Grades 6-12</p>	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$27200	Section 31a, General Fund, Title II Part A	All Staff, PLC Leaders, Curriculum Teams, Instructional Support Coach, Core Content Interventionist Coaches, District Administration
Activity - Guaranteed and Viable Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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	Implementa tion	Tier 1	Monitor	07/01/2016	06/30/2017	\$27200	Title II Part A, General Fund, Section 31a	All Staff, PLC Leaders, Curriculum Teams, Coach, District Administration, Asst. Supt. for Curriculum
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Activity - Targeted Intervention- 31A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities. 31A Interventions: -Core Content Interventionist -Homeless Population Interventionists -ESL (English as Second Language) Interventionist -Parents as Teachers servicing both pregnant teens and parents of small children in the community -Home/School Community Schools -Extended Learning Opportunities; After School Student Support	Academic Support Program	Tier 2	Evaluate	07/01/2016	06/30/2017	\$120000	Section 31a	Teaching Staff, Core Content Interventionist Coaches, District Administration

Goal 4: All students will be proficient in social studies

Measurable Objective 1:

51% of All Students will demonstrate a proficiency ,at a level equal to or higher than the state expectation, in Social Studies by 06/08/2017 as measured by State Assessment.

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 proficient" as determined by local assessments and state assessments. 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: Other - All contents

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Cedar Springs Middle School

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
<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> <ul style="list-style-type: none"> -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	07/01/2016	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

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<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.</p> <p>This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs</p> <p>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 Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation</p>	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$27200	Title II Part A, Section 31a, General Fund	All Staff, PLC Leaders, Curriculum Teams, Instructional Support Coach, Core Content Interventionist Coaches, District Administration
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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>	Monitor			07/01/2016	06/30/2017	\$0	General Fund	All Staff, PLC Leaders, Curriculum Teams, Instructional support coach, Coach, Core Content Interventionist Coaches, District Administration

Activity - Academic Support Program-31A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities.</p> <p>31A Interventions: -Core Content Interventionist Coaches -Homeless Population Interventionists -ESL (English as Second Language) Interventionist -Home/School Community Schools -Extended Learning Opportunity; After School Student Support</p>	Academic Support Program	Tier 2	Evaluate	07/01/2016	06/30/2017	\$290000	Section 31a	All Teaching Staff, Instructional Support Coach, Core Content Interventionist, District Administration
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Guaranteed and Viable Curriculum	<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	07/01/2016	06/30/2017	\$1000	All PreK-12 Staff, PLC Leaders, Curriculum Teams, Coach, Core Content Interventionist, District Administration

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<p>Instructional Focus</p>	<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. We also use our 5D instructional growth rubric to refine practices and have conversations within our PD opportunities.</p> <p>This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs</p> <p>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 Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation</p>	<p>Implementation</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$2000</p>	<p>All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, Core Content Interventionist, District Administration</p>
<p>Guaranteed and Viable Curriculum</p>	<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>	<p>Implementation</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$1000</p>	<p>All Staff, PLC Leaders, Curriculum Teams, Coach, District Administration, Asst. Supt. for Curriculum</p>

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<p>Instructional Focus</p>	<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.</p> <p>This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs</p> <p>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 Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$1000</p>	<p>All Staff, PLC Leaders, Curriculum Teams, Instructional Support Coach, Core Content Interventionist Coaches, District Administration</p>
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Cedar Springs Middle School

<p>Instructional Focus</p>	<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.</p> <p>This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs</p> <p>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 Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation -Training focused on Math Workshop- Guided instruction through the use of data -Training focused on Mathematical Practices "PRIME training"</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$2000</p>	<p>All PreK-12 Staff, PLC Leaders, Curriculum Teams, Instructional support coaches, District Administration</p>
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Cedar Springs Middle 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.</p> <p>This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs</p> <p>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 Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation -Training with STEM Project and Next Generation Science Standards with VanAndel Research Institute- Grades 6-12</p>	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$1000	All Staff, PLC Leaders, Curriculum Teams, Instructional Support Coach, Core Content Interventionist Coaches, District Administration
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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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<p>Professional Learning Communities</p>	<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: -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?"</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$6070</p>	<p>Building administration, Professional Learning Communities Leaders, Core Content Interventionist, and all certified staff</p>
<p>Instructional Focus</p>	<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.</p> <p>This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs</p> <p>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 Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$1200</p>	<p>All Staff, PLC Leaders, Curriculum Teams, Instructional Support Coach, Core Content Interventionist Coaches, District Administration</p>

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<p>Guaranteed and Viable Curriculum</p>	<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>	<p>Implementation</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$4000</p>	<p>All PreK-12 Staff, PLC Leaders, Curriculum Teams, Coach, Core Content Interventionist, District Administration</p>
<p>Instructional Focus</p>	<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.</p> <p>This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs</p> <p>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 Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation -Training with STEM Project and Next Generation Science Standards with VanAndel Research Institute- Grades 6-12</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$1200</p>	<p>All Staff, PLC Leaders, Curriculum Teams, Instructional Support Coach, Core Content Interventionist Coaches, District Administration</p>
<p>Guaranteed and Viable Curriculum</p>	<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>	<p>Implementation</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$1200</p>	<p>All Staff, PLC Leaders, Curriculum Teams, Coach, District Administration, Asst. Supt. for Curriculum</p>

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<p>Instructional Focus</p>	<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. We also use our 5D instructional growth rubric to refine practices and have conversations within our PD opportunities.</p> <p>This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs</p> <p>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 Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation</p>	<p>Implementation</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$4000</p>	<p>All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, Core Content Interventionist, District Administration</p>
<p>Professional Learning Communities</p>	<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: -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?"</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$6070</p>	<p>Building administration, Professional Learning Communities Leaders, all certified staff</p>

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<p>Guaranteed and Viable Curriculum</p>	<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>	<p>Monitor</p>			<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>All Staff, PLC Leaders, Curriculum Teams, Instructional support coach, Coach, Core Content Interventionist Coaches, District Administration</p>
<p>Instructional Focus</p>	<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.</p> <p>This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs</p> <p>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 Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation -Training focused on Math Workshop- Guided instruction through the use of data -Training focused on Mathematical Practices "PRIME training"</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$1200</p>	<p>All PreK-12 Staff, PLC Leaders, Curriculum Teams, Instructional support coaches, District Administration</p>

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<p>Guaranteed and Viable Curriculum</p>	<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>	<p>Implementation</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>All PreK-12 Staff, PLC Leaders, Curriculum Teams, Instructional Support Coach, Core Content Interventionist Coach, District Administration</p>
<p>Professional Learning Communities</p>	<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: -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?"</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$6070</p>	<p>Building administration, Professional Learning Communities Leaders, all certified staff</p>
<p>Professional Learning Communities</p>	<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: -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?"</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$6070</p>	<p>Building administration, Professional Learning Communities Leaders, all certified staff</p>

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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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.</p> <p>This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs</p> <p>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 Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation -Training focused on Math Workshop- Guided instruction through the use of data -Training focused on Mathematical Practices "PRIME training"</p>	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$100000	All PreK-12 Staff, PLC Leaders, Curriculum Teams, Instructional support coaches, District Administration

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<p>Instructional Focus</p>	<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.</p> <p>This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs</p> <p>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 Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$25000</p>	<p>All Staff, PLC Leaders, Curriculum Teams, Instructional Support Coach, Core Content Interventionist Coaches, District Administration</p>
<p>Academic Support Program-31A</p>	<p>All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities.</p> <p>31A Interventions: -Core Content Interventionist Coaches -Homeless Population Interventionists -ESL (English as Second Language) Interventionist -Home/School Community Schools -Extended Learning Opportunity; After School Student Support</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Evaluate</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$290000</p>	<p>All Teaching Staff, Instructional Support Coach, Core Content Interventionist, District Administration</p>

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<p>Instructional Focus</p>	<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.</p> <p>This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs</p> <p>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 Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation -Training with STEM Project and Next Generation Science Standards with VanAndel Research Institute- Grades 6-12</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$25000</p>	<p>All Staff, PLC Leaders, Curriculum Teams, Instructional Support Coach, Core Content Interventionist Coaches, District Administration</p>
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School Improvement Plan

Cedar Springs Middle School

<p>Instructional Focus</p>	<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. We also use our 5D instructional growth rubric to refine practices and have conversations within our PD opportunities.</p> <p>This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs</p> <p>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 Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation</p>	<p>Implementation</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$25000</p>	<p>All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, Core Content Interventionist, District Administration</p>
<p>Academic Support Program-31A</p>	<p>All Interventions will focus on student data. Triangulated data will be used to inform decisions surrounding extension and remediation of needs and opportunities.</p> <p>31A Interventions: -Core Content Interventionist Coach -Homeless Population Interventionists -ESL (English as Second Language) Interventionist -Home/School Community Schools -Extended Learning Opportunities; After School Student Support</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Evaluate</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$19000</p>	<p>All 77-8 Staff, Teaching Staff, Core Content Interventionist, District Administration</p>

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Cedar Springs Middle School

<p>Guaranteed and Viable Curriculum</p>	<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>	<p>Implementation</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$25000</p>	<p>All Staff, PLC Leaders, Curriculum Teams, Coach, District Administration, Asst. Supt. for Curriculum</p>
<p>Targeted Intervention-31A</p>	<p>All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities.</p> <p>31A Interventions: -Core Content Interventionist -Homeless Population Interventionists -ESL (English as Second Language) Interventionist -Parents as Teachers servicing both pregnant teens and parents of small children in the community -Home/School Community Schools -Extended Learning Opportunities; After School Student Support</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Evaluate</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$120000</p>	<p>Teaching Staff, Core Content Interventionist Coaches, District Administration</p>
<p>Academic Support Program-31A</p>	<p>All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities.</p> <p>31A Interventions: -Core Content Interventionist Coaches -Homeless Population Interventionists -ESL (English as Second Language) Interventionist -Home/School Community Schools -Extended Learning Opportunities; After School Student Support</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Evaluate</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$290000</p>	<p>All PreK-12 Staff, Teaching Staff, Instructional Support Coach, Core Content Interventionist Coaches, District Administration</p>