



School Improvement Plan

Cedar Trails Elementary School

Cedar Springs Public Schools

Michael Duffy, Principal
204 E. Muskegon Street
Cedar Springs, MI 49319

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Cedar Trails serves 592 students in a rural/suburban fringe area, located 20 miles north of Grand Rapids, MI. We have a balance of economically disadvantages and non-economically disadvantaged students (52/48). Our demographics show 97% white and 3% other. The school serves as an epicenter for the community, providing various types of programming opportunities for birth through senior citizens. Cedar Trails continues to be concerned about class size, dealing with the economically disadvantaged population, class room space for outside programing (Great Starts Readiness Program), parent and community involvement. The staff at Cedar Trails are all highly qualified. Our community out reach consists of partnerships with Kent District Library, Kent County Sherriff's Department, Schools of Hope, PTO, Cherry Street Dental, Arbor Circle, Kent County Health Department, KIDZ have Rights and Spectrum Health.

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 students, teachers, 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 and instruction to support those ends.

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 Trails NCA Accredited School. We have received the Michigan Green School Award for the last 4 years. Our district is committed to 42 plus hours of professional development. Student achievement have shown improved reading scores over the past three years. Other notable accomplishments include lab classrooms, MI Heart Award Winner, aligned curriculum, assessment and instruction in math, writing and reading, cognitive coaching, adaptive schools, interventionists, data conversations based on bottom 30%, RTI teams. The areas of improvement include continued improvement in student achievement in math and writing, aligning social studies and science and closing the gap on bottom 30%.

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 Trails is committed to ongoing learning. Our staff work tirelessly to apply research on teaching and learning. Within the school, we have dedicated over 50 hours to teacher effectiveness research.

Adaptive schools, Cognitive Coaching, adoption of the State approved Teacher Evaluation Model 5D+, Instructional Rounds three times per year.

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.

Teachers and parents were recruited on voluntary bases to inform and support decisions. Meetings were scheduled in the during the school day, after school and evenings to accommodate their schedules.

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

Diverse group of parents (including high-low socioeconomic, some male/female).

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

Final improvement plan was communicated out by email, and newsletter and meeting with stakeholders. Information is updated as needed on the 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		Stakeholderfeedbackdatadoc longitudinaldata

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

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

Areas of Notable Achievement

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

According to local assessment and district standards our longitudinal data shows students performing higher in the area math in both kindergarten and first grade.

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

According to district assessments a positive trend in performance is showed in the areas of math and writing in Kindergarten and in first grade a positive trend is shown in math. A positive performance is show longitudinally between k and first in the areas of writing, and math. We see a positive trend specifically in the unit of opinion writing and counting in kindergarten.

Which area(s) indicate the overall highest performance?

The area that indicates the overall highest performance in both Kindergarten and First grade is math according to our longitudinal data and district assessments.

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

Our data shows an increase in the area of reading, writing, and math in the sub group of ED and Non ED.

Between which subgroups is the achievement gap closing?

The achievement gap is closing for ED and Non ED in first grade and kindergarten for all subject areas.

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

All data sources have been considered when analyzing the data.

Areas in Need of Improvement

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

According to the district assessments our longitudinal data shows a below level of performance in the areas of reading and writing in kindergarten and first grade.

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

Our data shows a negative trend in the areas of reading and writing from 2013-2015 for our first grade students and in the area of math and reading from 2013-2015 for our kindergarten students.

Which area(s) indicate the overall lowest performance?

The area that indicates the overall lowest performance for Kindergarten and First grade is writing. This is according to our longitudinal data and district assessments.

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

The following subgroups show a trend in decreasing performance: males in first grade reading and kindergarten females for reading.

Between which subgroups is the achievement gap becoming greater?

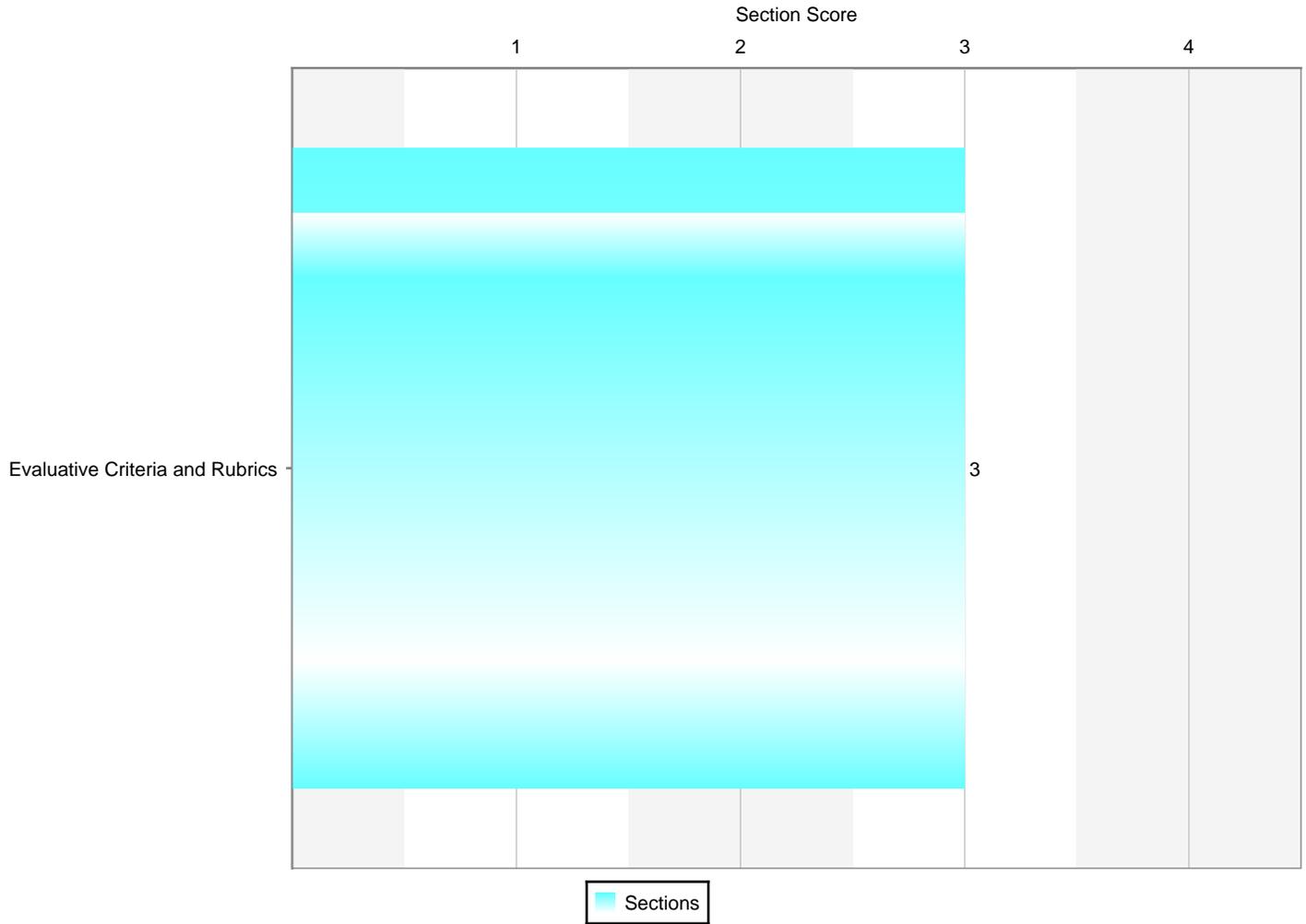
The achievement gap is becoming greater for first grade male and female in reading.

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

The data sources stated in the report are the main sources of achievement information

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		Stakeholder Feedback Document

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). 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 well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

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

The overall highest level of satisfaction or approval is with the outstanding dedication of the staff.

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

The trend toward increasing stakeholder satisfaction or approval is the improvement in communication.

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

Both of the above reported findings are consistent with all stakeholders feedback sources that the dedication of the staff and the improvement of the communication.

Areas in Need of Improvement

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

The lowest level of satisfaction is with school security followed closely by the limited parking.

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

The decrease in satisfaction is with the new parking arrangements.

What are the implications for these stakeholder perceptions?

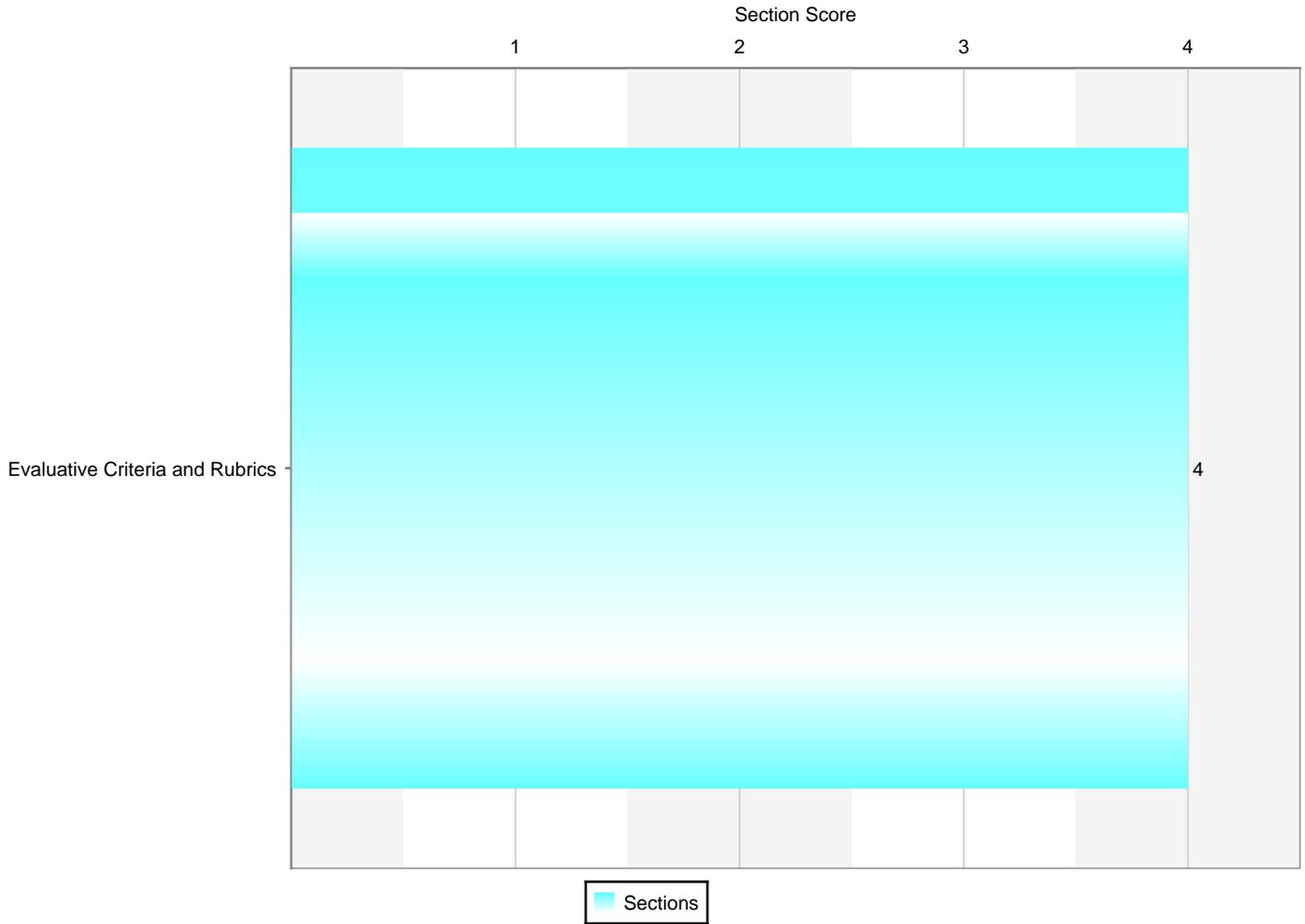
Due to funds generated through a sinking fund we able to improve the parking situation. Currently the committee is looking at security measures for Cedar Trails.

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

The areas of concern are very different between the stakeholders. The findings range from parking and security to lack of staff collaboration.

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?

One challenge we face is our student to teacher ratio due to the increase in student enrollment.

Student Demographic Data

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

We need to continue the communication between school and home about positive school attendance.

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?

We are challenged to have a school wide behavior rubric implemented as well as resources to support positive behavior (school social worker).

Student Demographic Data

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

No other resources are needed

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?

Consistency of admin and teacher leaders has had a positive impact on 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?

Consistency of teachers has had a positive impact on 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?

NA

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?

A challenge we have faced that may effect student achievement is the lack of substitute teacher availability.

Teacher/School Leader(s) Demographic Data

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

scheduling PD and/or meetings outside of the school day,

Process Data

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

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

The teaching and assessing for learning standard stands out as a strength. The Purpose and Direction as well as Governance and Leadership also stands out as a strength.

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

The Standard 4: Resources and Support Systems stands out as a challenge at Trails.

12. How might these challenges impact student achievement?

If students do not have their social and emotional needs met then they are concentrating less on academics and learning. A behavior specialist would be able to work alongside the teacher to address the students needs in the classroom.

A lack of technology infrastructure impacts students exposure to technology programs or use of technology to support learning goals.

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.

A regular education counselor or behavior specialist could support students social and emotional needs. They could work with parents and teachers to create specific behavior plans and goals. Teachers would be supported in the classroom with behavior needs and strategies to support student growth.

We would like an increase in technology devices in the classroom so students can be prepared for advancements in technology in the twenty-first century. An increase in programs may provide more differentiation for our bottom 30% and our higher level learners. More PD around technology would provide teachers with more resources and support on how to incorporate technology in the classroom.

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?

We do not exclude our special education students from any Title 1 interventions.

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

We have a summer literacy and math camp. Students are provided opportunity to do their homework at our after school care Campus Kids.

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

The summer program is offered to all students. We communicate these opportunities through parent teacher conferences, newsletters, websites. Parents are given forms to fill out for programming and our PTO provides scholarships for those parents who may not be able to pay for the program.

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?

Curriculum surveys, curriculum and assessment timelines, PLC, grade level meetings.

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.

NA

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

Aligned curriculum, assessment, and instruction.

19b. Reading- Challenges

A need for an earlier start with intervention in K

19c. Reading- Trends

Our proficiency level in reading continues to increase in both K and 1

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.

Continue to collect data of students who received the intervention to assess the impact of the tiered instruction.

20a. Writing- Strengths

Aligned curriculum assessment and instruction.

20b. Writing- Challenges

Collaborative scoring and consistent implementation of instruction.

20c. Writing- Trends

Increased student achievement in writing.

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.

It continues to be addressed in professional learning communities.

21a. Math- Strengths

The introduction of the math workshop. Also a math interventionist at 1st grade.

21b. Math- Challenges

Total implementation of math workshop and continuation year round of a math interventionist in first grade.

21c. Math- Trends

Math continues to be an area where growth is still a challenge for students to be proficient in math..

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.

Total implementation of Math Workshop and continued support for year round math interventionist in first grade.

22a. Science- Strengths

This content area is taught, but not formally assessed and analyzed.

22b. Science- Challenges

This content area is taught, but not formally assessed and analyzed.

22c. Science- Trends

This content area is taught, but not formally assessed and analyzed.

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.

This content area is taught, but not formally assessed and analyzed.

23a. Social Studies- Strengths

This content area is taught, but not formally assessed and analyzed.

23b. Social Studies- Challenges

This content area is taught, but not formally assessed and analyzed.

23c. Social Studies- Trends

This content area is taught, but not formally assessed and analyzed.

23d. Social Studies- Summary

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

This content area is taught, but not formally assessed and analyzed.

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?

Literacy content area

24b. Student Perception Data

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

Writing

24c. Student Perception Data

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

Developing a culture of a growth mindset at Cedar Trails.

25a. Parent/Guardian Perception Data

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

The positive culture of the building...caring adults in building.

25b. Parent/Guardian Perception Data

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

Security and safety of all students.

25c. Parent/Guardian Perception Data

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

Continued analysis of overall security of building.

26a. Teacher/Staff Perception Data

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

Time to collaborate is embedded into the school year.

26b. Teacher/Staff Perception Data

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

Class size/lack of support for behavior/discipline plan.

26c. Teacher/Staff Perception Data

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

Implement a school wide behavior plan. Continue discussion around teacher/student ratio and the impact it has on student achievement.

27a. Stakeholder/Community Perception Data

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

Surveys have not been shared with this group.

27b. Stakeholder/Community Perception Data

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

Surveys have not been shared with this group.

27c. Stakeholder/Community Perception Data

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

Surveys have not been shared with this group.

Summary

28a. Summary

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

Strengths continue to be the alignment of curriculum and instruction. Challenges continue to be along the lines of school safety.

28b. Summary

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

Lower teacher/student ratio would provide more differentiated and small group instruction and continued conversation around school safety and security.

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?

These challenges will continue to be addressed at PLC, staff meetings, data conversations, and grade level meetings.

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		

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	http://www.csredhawks.org	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No		

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No		

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

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	David Cairy 204 E. Muskegon Street Cedar Springs, MI 49319 (616) 696-1204 X1002	

School Improvement Plan

Cedar Trails Elementary School

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		parent plan

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	<p>Cedar Springs Public Schools 204 East Muskegon Street, Cedar Springs, MI 49319 616.696.9884</p> <p>SCHOOL-PARENT COMPACT</p> <p>Cedar Springs Public Schools and the parents of the students participating in activities and services agree that academic success is the result of a cooperative effort. This compact outlines how we will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve at the highest levels possible.</p> <p>This school-parent compact is in effect during the 2014-2015 s</p>	parent compact

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

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The needs assessment was developed over the course of the 2013-14 school year.. The primary group was the school improvement team which consisted of the building administrators, instructional coach, 4 teachers, and 6 parent representatives. Periodic team meetings allowed us to gather data and information for the needs assessment. The group also solicited thinking from larger teacher, parent and student groups.

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

Cedar Trails Elementary is a preschool, kindergarten, and first grade building within a rural district located approximately 20 miles north of Grand Rapids. Cedar Trails is comprised of 45 certified staff members serving approximately 220 preschoolers, 335 kindergarteners and 265 first graders. Our staff works collaboratively to create an atmosphere of support, encouragement, and high expectation for all students.

3rd grade reading

All Students: 70% (2012) 64%(2013)

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

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

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

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

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

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

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

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

3rd Grade Math

All Students: 37% (2012) 38% (2013)

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

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

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

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

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

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

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

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

Free/Reduced Lunch: 51%

EL: <1.5%

SWD: 15%

School Improvement Plan

Cedar Trails Elementary School

Male: 338 Female: 272

Ethnicity: 93% Caucasian

Attendance (daily average): 97.06%

Mobility:

2013-14: in (19) out (26)

Homeless: <1%

Enrollment Trends: Overall enrollment has increased by 6.25% since 2009-10-present.

4th Grade Math

All Students: 56% (2012) 50% (2013)

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

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

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

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

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

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

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

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

4th Grade Reading

All Students: 75% (2012) 70% (2013)

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

Female: 79% (2012) 75% (2013)

White: 78% (2012) 71% (2013)

Econ Disadv (ED): 70% (2012) 59% (2013)

Non EconDis (NED): 81% (2012) 80% (2013)

Students with Disabilities (SWD): 20% (2012) 41% (2013)

All Except Students with Disabilities (NonSWD): 78% (2012) 74% (2013)

Two or more races: <10 (2012) 55% (2013)

4th Grade Writing

All Students: 55% (2012) 46% (2013)

Male: 41% (2012) 32% (2013)

Female: 67% (2012) 65% (2013)

White: 57% (2012) 48% (2013)

Econ Disadv (ED): 43% (2012) 28% (2013)

Non EconDis (NED): 67% (2012) 64% (2013)

Students with Disabilities (SWD): 42% (2012) 12% (2013)

All Except Students with Disabilities (NonSWD): 55% (2012) 52% (2013)

Two or more races: <10 (2012) 18% (2013)

5th Grade Math

SY 2016-2017

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School Improvement Plan

Cedar Trails Elementary School

All Students: 62% (2012) 61% (2013)

Male: 66% (2012) 59% (2013)

Female: 57% (2012) 62% (2013)

White: 63% (2012) 62% (2013)

Hispanic: <10 (2012) 50% (2013)

Econ Disadv (ED): 51% (2012) 46% (2013)

Non EconDis (NED): 72% (2012) 74% (2013)

Students with Disabilities (SWD): 19% (2012) 28% (2013)

All Except Students with Disabilities (NonSWD): 65% (2012) 63% (2013)

5th Grade Reading

All Students: 81% (2012) 80% (2013)

Male: 80% (2012) 80% (2013)

Female: 81% (2012) 80% (2013)

White: 80% (2012) 80% (2013)

Hispanic: <10 (2012) 75% (2013)

Econ Disadv (ED): 77% (2012) 78% (2013)

Non EconDis (NED): 84% (2012) 82% (2013)

Students with Disabilities (SWD): 46% (2012) 47% (2013)

All Except Students with Disabilities (NonSWD): 83% (2012) 82% (2013)

5th Grade Science

All Students: 19% (2012) 20% (2013)

Male: 22% (2012) 22% (2013)

Female: 16% (2012) 18% (2013)

White: 20% (2012) 20% (2013)

Hispanic: <10 (2012) 17% (2013)

Econ Disadv (ED): 12% (2012) 13% (2013)

Non EconDis (NED): 26% (2012) 26% (2013)

Students with Disabilities (SWD): <10 (2012) 5% (2013)

All Except Students with Disabilities (NonSWD): 20% (2012) 21% (2013)

6th Grade Math

All Students: 40% (2012) 58% (2013)

Male: 46% (2012) 59% (2013)

Female: 35% (2012) 57% (2013)

White: 42% (2012) 60% (2013)

Hispanic: <10 (2012) 31% (2013)

Econ Disadv (ED): 27% (2012) 44% (2013)

Non EconDis (NED): 51% (2012) 70% (2013)

Students with Disabilities (SWD): 8% (2012) 20% (2013)

All Except Students with Disabilities (NonSWD): 44% (2012) 62% (2013)

School Improvement Plan

Cedar Trails Elementary School

6th Grade Reading

All Students: 78% (2012) 80% (2013)

Male: 73% (2012) 77% (2013)

Female: 82% (2012) 83% (2013)

White: 79% (2012) 80% (2013)

Hispanic: <10 (2012) 75% (2013)

Econ Dis (ED): 70% (2012) 75% (2013)

Non Econ Dis (NED): 84% (2012) 84% (2013)

Students with Disabilities (SWD): 30% (2012) 37% (2013)

All Except Students with Disabilities (Non SWD): 83% (2012) 84% (2013)

6TH Grade Social Studies

All Students: 28% (2012) 28% (2013)

Male: 33% (2012) 29% (2013)

Female: 24% (2012) 27% (2013)

White: 30% (2012) 30% (2013)

Hispanic: <10 (2012) 8% (2013)

Econ Dis (ED): 13% (2012) 15% (2013)

Non Econ Dis (NED): 40% (2012) 40% (2013)

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

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

IGOR Data below represents K/1 students (2013-2014). IGOR data was not available/recorded from 2012-13 school year. Scores represent comprehensive building assessments.

2013

Kindergarten Reading % at grade level

BOY-100% (0 or 1)

November- 45% (2 or 3)

EOY-(4-8)

First Grade Reading

BOY-66% (4-10)

November-56% (10-14)

EOY-(16-18)

Kindergarten Math

BOY 96% (8-11+)

November (20-30+)

EOY (Count to 100, write numbers to 30, number ID to 100)

First Grade Math

BOY 66% (4-10+)

November 89% (20-30+)

Kindergarten Writing

Unit 1 52% secure

Unit 2 18% secure

Unit 3 19% secure

First Grade Writing

Unit 1 28%

Unit 2 64%

Unit 3 58%

Strength area:

4. Strength area: Teaching and Assessing for Learning - Within this strand we identified specific areas of strength. One component was the guaranteed and viable curriculum that is now delivered in both grades K and 1st. Along with the curriculum implementation, we now have common assessments and pacing guides. Another important piece is consistent use of the "Gradual Release of Responsibility" as the instructional model used by all staff. In addition, professional development for teaching staff is offered within the district centered on key district initiatives such as cognitive coaching, adaptive schools strategies, and the gradual release model with a focus on "Guided Instruction". Teacher collaboration structures such as PLC's and teacher teams support our collaborative environment. Teachers are also able to learn from and with each other during lab classroom and peer visits. 100% of our teachers participated in the Lab classroom. Further instructional support comes from conversations with the instructional coach and administrators.

- Growth area: Resources/Support Systems - We identified specific areas of growth within this component. Obstacles include larger class sizes, communication of technology plan, communication with parents-including/understanding curriculum expectations and ways to support children at high levels.

5. Perceptions (Parents and Staff at a minimum)

Teachers notice the content level struggles as well as those gaps between economically disadvantaged as well as special education students. Much of the staff perception centers around the lack of support many of those who are disadvantaged get once they leave school at 3:30. In the special education realm, we are implementing more co-teaching and less pull-out experiences than ever before. We are gathering staff feedback on how that is impacting students both socially as well as academically.

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

Parent Survey:

Strengths: focus on reading growth, teaching the whole child (Habits of Mind), welcoming environment, friendly community, professional communication between parents and teachers

Areas of Growth: differentiation for high-achieving students, large class sizes, school security procedures, more communication between school and stakeholders.

Teacher Survey

Strengths: focus on the whole child, collaborative learning, willingness to try new ideas/strategies/approaches, embracing the instructional model (Gradual Release Model of Responsibility)

Areas of Growth: consistencies in report cards and grading, bullying issues, parent involvement

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

Student Achievement

Reviewed DATA: MEAP and district assessments

1. Content Areas - Science and Social Studies are the areas of concern based on MEAP scores. On district assessments, there is concern for the number of students hitting the proficient target in writing and math.
2. Subgroup Concerns - We continue to see a gap in the proficiency levels of economically disadvantaged vs. non-economically disadvantaged in all content areas. There is also a significant difference in scores on non-special education students with the special education population.
3. Perception Issues - The perception issues are very different based on what group you poll. Teachers are most focused on assessments and reporting to parents, behavior, and parent involvement. There was a consistent focus on class sizes being too large from both parents and students.
4. Demographic trends - The free/reduced lunch number for our district is at the 51% mark. Our overall enrollment continues to drop and our mobility from last year to this year is slightly down.
5. Professional Development Needs - Our professional development needs are derived from a district focus on the "gradual release of responsibility" and building needs. Our focus this year has been on guided instruction and checks for understanding. Moving forward, I know that in an effort to continue our growth in math, we will be moving to a math workshop structure for all teachers next year. We will differentiate our professional development for teachers by what supports they need to ensure that implementation. As soon as the Common Core standards are adopted for science and social studies, that will need to be part of our next steps as well.
6. Program Changes - We have added a reading intervention at the Kindergarten level. The early data has supported this intervention as one we would like to continue in the future.
7. Changes in Services Provided - A slight change in service provided for our students with special needs is our continued steps towards co-teaching in the inclusion setting. Kindergarten intervention are also new.
8. Other
 - AYP
 - 2010-2011: Yes, Grade A
 - 2011-2012: Yes, Grade A
 - 2012-2013: Yellow (60-70%), Safe Harbor
 - State's Top to Bottom List
 - 2012: #73
 - 2013: #74

INFO FROM LAURA on district proficiency targets *****

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

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

continuous improvement.

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

Alignment to GOALS

Cedar Trails student achievement goals are grouped in this manner:

1) MEAP Data / District proficiency targets in all content areas

NCA Targets

2) PLC Goals - Reading and Writing

- Kindergarten = 85% of all exiting Kindergarten students will score level 4 independent level or higher as based on nor higher based on unit reading running record data from each classroom teacher.

- 1st grade = 85% of all first grade students will score at or above district expectations in the area of "statement of purpose" on writing rubric.

3) Proficiency standards for students on district assessments in reading, writing, and math.

Kindergarten

Math

Reading

Writing

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

Since some of these curriculum and assessment pieces are in their beginning phases, all students are really the focus of these goals within the classroom setting where intentional small groups are pulled and individual conferring/re-teaching occurs.

Our in-school supports (GATORS-Reading intervention at both K and 1) are targeted to those students who are most in need in content areas. Students are identified based on their data and offered positions based on need.

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

All content areas should be addressed in building goals. Our purpose is to deliver high-quality instruction throughout the school day in all content areas. The science and social studies areas have different issues however, as those curriculums and assessments are still being

discussed and developed.

4. How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?
The goals support all 600+ students at Cedar Trails across all content areas. The development of a guaranteed and viable curriculum, with intentional instructional strategies, and supported by common assessments, are pieces that all students will benefit from.

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

- Educational Management Team
- After-school interventions: reading club, math club, camp Blodgett
- Instructional coaching: intense one on one and small group coaching to support student skills and tools
- 1 on 1 tutoring offered by staff members
- Teacher teaming and data conversations to support needs of all students within teams.
 - Classroom differentiation
 - Reading Intervention (GATORS)
 - PLC-Data teams-Teacher teaming

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

The goals support all 600+ students at Cedar Trails across all content areas. The development of a guaranteed and viable curriculum, with intentional instructional strategies, and supported by common assessments, are pieces that all students will benefit from.

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

- Educational Management Team
- Instructional coaching: intense one on one and small group coaching to support student skills and tools
- 1 on 1 tutoring offered by staff members
- Teacher teaming to support needs of all students within teams

Component 2: Schoolwide Reform Strategies

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

Outline the strategies you will implement for ALL students by content areas for which you have written goals:

All core content areas are instructed using the Gradual Release of Responsibility Model providing students with focused lessons, collaborative interaction with learning, guided instruction, as well as independent accountability. Teachers also implement Adaptive Schools collaborative strategies to engage student interaction in all content areas. Furthermore, teachers integrate deeper level questioning skills (cognitive coaching skills) throughout all content areas with the expectation that through effective modeling, students will soon take ownership of the same questioning and paraphrasing skills.

Reading:

All students will participate in a workshop model with opportunities including mini-lessons, small group guided instruction, collaborative thinking (think alouds, reflection, modeling, book clubs, literature circles), as well as conferring conversations and small group instruction focused on specific skill-sets, tools, and accountability.

Writing:

All students engage in a consistent, viable curriculum based on Lucy Calkins' work with the reader's and writer's college. Writing is implemented in a workshop model providing students the opportunity to engage in guided support, small group instruction; common assessments and common rubrics provide students with feedback for next steps.

Math:

All students are instructed using the Every Day Math curriculum in a math workshop format. Within the workshop format, students will engage in collaborative work sites/work game stations providing continued practice on foundational skills. Exit slips, fact fluency assessments, as well as beginning/middle/end of year and unit 1-12 assessments will be consistent among all students.

Science:

All students are instructed using the Battle Creek Science kits. We are currently working to provide consistent timelines and assessments for all students.

Social Studies:

All students are instructed using the Social Studies Alive curriculum with common assessments and timelines.

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

Focus on improving instruction:

The workshop model provides all students in all content areas an opportunity to learn in multiple learning modes (independent, small group, 1:1, whole group). Students are provided with immediate feedback through independent work and self-reflection as well as intense, focused instruction time with the teacher.

Focus on increasing instruction:

The workshop models allow students in all content areas specific instructional opportunities guided by the instructional needs of each student and/or small group.

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

Achievement gaps exist between students with/without disabilities as well as our free/reduced lunch student population. Gaps also exist within state data pertaining to school. Cedar Trails students scored significantly higher than or at the state average in Reading, writing, and math content areas. Cedar Trails students have scored at or below the state average in science and social studies. Strategies include growing a year by year continuum for students based on academic need. To ensure that all students receive an educational experience that best fits their individual needs, Cedar Trails supports inclusive co-taught environments, self-contained environments, as well as pull out opportunities to support students on a daily basis.

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

Reading: Increased small group instruction/skill based guided instruction, 1:1 weekly conferring increased, Educational management team (child study discussions), reading support,

Writing: Increased small group instruction/skill based guided instruction, 1:1 weekly conferring increased, Educational management team (child study discussions),

Math: Increased small group instruction, 1:1 weekly conferring increased, Educational management team (child study discussions), math club support

Science: Increased small group instruction/skill based guided instruction, collaborative inquiry and journaling

Social Studies: Increased small group instruction/skill based guided instruction, cross-curricular support (during reading workshop)

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

What forms of assessment will be used to Progress Monitor? Fountas and Pinnell reading assessments, teacher driven formative assessments (conferring notes, exit slips, quick writes, etc)

What other forms of monitoring will occur and how often?

How often does the monitoring take place? Bi-weekly to monthly Fountas and Pinnell reading assessments, weekly/monthly DRA reading assessments (fiction & non-fiction),

What process is followed to review student progress--and WHO is involved? Grade level PLC teams, teacher teams, Educational management teams, instructional coach and principals work together to reflect on data to guide next steps and/or brainstorm additional interventions.

Component 3: Instruction by Highly Qualified Staff

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

The turnover rate is 0% for key instructional staff within building. This year we added a section of first grade and had three long term sub positions filled for health and maternity leaves.

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

5 teachers have 0-4 years of experience

8 teachers have 5-10 years of experience

3 teachers have 11-15 years of experience

12 teachers have 12 years of experience

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

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

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

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

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

N/A

Component 5: High Quality and Ongoing Professional Development

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

Professional development is aligned with a direct focus on the Gradual Release of Responsibility (GRM) model. Within the GRM umbrella, Cedar Trails has the flexibility to choose specific areas that data designates as a need.

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

Daily professional development exists within the building by way of instructional coaching, teacher teams, and administrative/teacher growth conversations resulting from weekly classroom visits. Grade level PLCs meet on a bi-weekly basis to discuss student data as it pertains to building goals. Grade level data conversations occur about every 3-4 weeks to support goals around that particular student group. PLCs will also support growth of instructional strategies. Learning is researched based and consistency comes through in classroom work. There is a direct correlation between the work of our collaborative teams and the instruction in the classroom.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	Yes, and stems from the district plan for professional development.	PD plan 2013-14

Component 6: Strategies to Increase Parental Involvement

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

Parents were involved in the school wide plan. We had parent input from surveys and parent meetings. This helped us find out what our parents thought were important to add to the school wide plan and to see what things were not as important to them. Cedar Trails also has parents that were present at each School Improvement meeting, This gave administrators and teachers immediate feedback and parent voices present at all times.

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

Comprehensive Needs Assessment: Parents were present when the Comprehensive Needs Assessment was filled out. They shared thoughts on how they ranked our school.

School wide Reform Strategies: Parents offered input through surveys and meetings about focus areas for the kindergarten and First grade students. We used this data along with test scores to help target where interventions need to be implemented and where whole group, small group, and individual teaching/reteaching needs to be taking place.

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

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

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

Strategies to Increase Parent Involvement: Cedar Trails provides various methods of parent involvement including a curriculum nights, author celebration days, open house, conferences, and many more events for parents to be present in the school. Several classes have parent volunteers that come in weekly to help out. There is also a group of parents that volunteer in our library.

Preschool transition Strategies: Preschool teachers meet with Kindergarten teachers to share information. Parents have at least two opportunities to visit the school, see classrooms, and ask questions about curriculum.

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

Timely and Additional Assistance to Students Having Difficulty Mastering the Standards: Parent volunteers come in to Cedar Trails classrooms to help students that have difficulty mastering difficult concepts.

Coordination and Integration of Federal, State, and Local Programs and Resources: Parents at Cedar Trails are aware of the programs and resources the school has and uses at the Federal, State, and Local Programs.

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

When we evaluate the school wide plan, representative parents are present. We have surveys to follow up with the plan. Our school improvement parent meetings will have parent groups review and help revise the plan as needed.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	Cedar Trails does have a Title 1 Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118)c) through (f).	Parent Involvement Policy 2014

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

Provide assistance to parents to understand content standards, assessments, Title I programming, monitoring child's progress and how to work with educators: Cedar Trails holds Curriculum Nights where the content standards, assessments, scoring, and programming are explained to parents. Cedar Trails also holds during the day informances, writing celebrations, math days and reading extravaganzas. These parent opportunities along with the report cards and conferences inform parents of their child's progress. Weekly newsletters from teachers; monthly from the principals, are also forms of communication to explain the content being taught and open a line of communication between parents, administrators, and teachers. Teachers send unit summaries with vocabulary, key concepts, and homework help. This makes parents aware of the content being taught and assessed. Flexible IEP times allow parents the opportunity to review and reflect on student progress and future needs. A data wall is on display in the building, which provides consistent academic feedback to parents visiting the building.

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

3. Training for school staff on the importance of parent involvement:

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

4. Coordinate with parent involvement in other programming: In academics, Programs outside of the school building, parents are invited to be a part of Pine Ridge Science Camp as well as district math and reading summer camps. Parents are welcome to attend end-of-unit celebrations, such as a music "informance", Cedar Trails Choir performances, writing celebrations, etc.

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

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

1118 (f) Accessibility for disabled parents, LEP parents, parents of migratory children: Describe how you handle (or will handle) each of these parent groups.

Home visits are available on an as-needed basis for parents with disabilities, lack of transportation, or for any other reason that might inhibit their ability to come to the school building. For parents with limited English proficiency, bilingual translators of face-to-face/telephone conversations, emails, newsletters, and meetings are available upon request. Information about the structure of school and the educational process will be provided for parents of migratory children. Other opportunities for accessibility are provided through flexible meetings times and locations, as well as collaborative communication with community agencies able to provide further assistance.

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

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

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

Annually, the Cedar Trails school improvement team will meet to reflect on the plan and its effectiveness. Survey results will be shared with staff in a manner focused on improving school wide goals and growth.

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

It was a collaborative effort with the administrative team. Reflection on parent compact will be an important component going forward as we help parents to understand the purpose and plan of the compact.

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

Compacts are sent home with students prior to Fall parent-teacher conferences. This allows parents an opportunity to read and reflect upon the compact expectations. Once given the opportunity to reflect, parents are encouraged to share questions and/or concerns in a

welcoming, face-to-face setting. Parent compacts will be returned upon completion of conferences.

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

Cedar Springs offers parent access to parent compacts in a variety of ways:

Parent compacts are shared with parents at open house and sent home prior to parent teacher conferences. The parent compacts are always available to teachers, parents, and students to view online on our school website. Hard copies are available in the school office as well as emailed to parents as well.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Parent Compact 2014

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

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

Limited English:

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

Parents with Disabilities:

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

Literacy Considerations:

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

Component 7: Preschool Transition Strategies

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

This building only serves students in grades Pre-K-Kindergarten and first. Preschool students visit kindergarten classrooms in the Spring. Our kindergarten and first graders visit the next grade classrooms/building in the Spring to gain familiarity. Individual students also make repeat visits to meet teachers and support the transition. Beginning of the year open house allows for another opportunity.

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

Academic and behavioral data is collected by kindergarten teachers and is passed on to first grade teachers (and so on) to support the transition. The data is also used by building leaders to make programming decisions. A group of teachers, instructional coach, and administrator meet with the grade representatives to gain academic and behavioral information to individually place students in a situation where they can be most successful. Parents have the option of filling out a student placement form for their child to support the knowledge and placement of their child. First grade teachers provide similar information and conversations take place with the 2nd grade building to support that transition.

Component 8: Teacher Participation in Making Assessment Decisions

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

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

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

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

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

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

Individual data conversations with administrator and instructional coach surround use of MEAP data as well as school-wide data. The teacher uses achievement data to reteach and extend learning in key areas in whole group, small group, and individual learning settings. Some examples include: collaborative teacher teams focused on all students within the team to create cross-classroom groupings focused on need; grade level PLC's meet bi-weekly to check in/discuss grade level SMART goals focused on greatest area of need; monthly EMT () meetings provide a forum for teachers, psychologist, administrator, instructional coach, and special ed providers to identify and analyze students who exhibit the greatest social, emotional, and academic need.

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

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

English Language Arts

Reading

Grade Span: K- first grade

Identification/Criteria for Selection: Cedar Springs uses the Developmental Reading Assessment (DRA). In the DRA test, students receiving basic and below level rankings are identified as not performing at grade level and need interventions.

Writing

Grade Span: K- first grade

Identification/Criteria for Selection: Cedar Trails uses the grade pre and post writing assessments from the Lucy Calkins' writing curriculum. Students receiving a 1 or a 2 on the post writing assessments, according to district expectations, receive reteaching and interventions.

Math

Grade Span:K- first grade

Identification/Criteria for Selection: Cedar Trails uses the Everyday Math unit assessments. Students receiving a 1 or a 2 on the Everyday Math unit assessments, according to district expectations, receive reteaching and interventions.

Science

Grade Span: Kindergarten and First grade

Identification/Criteria for Selection: Cedar Trails uses the Battle Creek Area Mathematics and Science Center curriculum. Students are identified based on their scores from the end of unit assessments.

NOTE: Consider how students ENTER and EXIT the services. How frequently does the identification occur? If different by grade span, that should be explained by grade span.

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

Grade Span: Kindergarten-First

Interventions: In the classroom additional assistance is provided through increased frequency of conferring, fluency practice, and running records. Another service we offer to students experience difficulty mastering State standards is GATORS. This is an in-school reading recovery program. Students are provided assistance one-on-one and in small groups based on needs. This service is provided daily for each grade for 30 minutes by certified interventionists. Cedar Springs Public Schools also provides reading summer school 4 half days a week.

Writing

Grade Span: Kindergarten-First

Interventions: In the classroom, teachers provide additional support to struggling students by increasing the amount of conferring sessions. There are also leveled literacy interventions taking place in the classroom. Cedar Springs Public Schools also provides reading summer school 4 half days a week.

Math

Grade Span: Kindergarten-First

Interventions: In the classroom, additional support is provided to students struggling to meet State standards by increasing the frequency of conferring sessions either one-on-one or small group. Another service we offer to students experience difficulty mastering State standards is Math Club. This is an after school math program that focuses on students' highest needs. Students are provided assistance one-on-one and in small groups based on needs. This service is provided twice a week for each grade for 90 minutes by certified interventionists.

Science

Grade Span: Kindergarten-First

Interventions: Classroom differentiating, teacher guided small group work and re-teaching.

Social Studies

Grade Span: Kindergarten-First

Interventions: Classroom differentiating, teacher guided small group work and re-teaching.

Who provides the service? How is it provided? How frequently is the assistance provided? If different by grade span, that should be explained by grade span

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

Describe how the differentiation of instruction addresses individual student academic needs in the classroom. It must be clear that individual student needs are being addressed IN THE CLASSROOM. Describe the WAYS in which classroom teachers are "differentiating".

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

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

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

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

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

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

Title One Grants

Describe WHAT the resources provide, or do, for the schoolwide program and goals.

Support the Instructional Coaches and Reading Interventionists (GATORS) in our building.

Be descriptive on how these resources support the goals and strategies of your plan.

As described above and through out this report, the grant funding supports clear mentoring, monitoring, differentiation, strategy building and interventions for students.

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

SORT THE ITEMS ABOVE INTO WHICH OF THE 10 COMPONENTS EACH SUPPORTS.

1. Comprehensive Needs Assessment:
2. Schoolwide Reform Strategies:
3. Highly Qualified Staff:
4. Attract and Retain Highly Qualified Staff:
5. Professional Development:
6. Parental Involvement:
7. Preschool Transition:
8. Assessment Decisions:
9. Timely & Additional Assistance:
10. Coordination & Integration of Federal, State & Local Resources:

Our instructional coaches play a huge role in all but numbers 7 & 10. Daily they support teachers with professional development, assessment decisions, parent involvement etc. They play a critical role in the mentoring, coordination, monitoring and development of Highly qualified staff and strong instructional practice.

Our GATORS support assessment decisions, Timely assistance, and parent involvement with education of their children.

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

List only those that the school actually receives which fit this narrative. Most schools have a nutrition program (free and reduced lunch program) at a minimum. Don't be concerned about addressing all these categories. Speak only to the ones the school actually has.

Evaluation:

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

Daily/weekly data collection in classrooms.

IGOR monthly student data collection and data conversations.

Weekly data conversations supporting at-risk students with Coach and Principals.

Three times a year curriculum check ins.

Three times yearly Rounds process

Annual review with District Administration

Teacher, parent surveys

Feedback solicited from school improvement group and PTO.

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

The RESULTS--the impact of the PROGRAM comes through classroom level assessment data- IGOR data and MEAP data reports on student achievement.

Parent surveys are also used to evaluate the parent's perspective and gather input.

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

How are you monitoring the PROGRAM's impact on those students? How do you measure the growth of students furthest from achieving the standards?

Consider the use of the MDE Program Evaluation Tool.

Remember the role of PARENTS!!

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

Reflection on staff surveys and parent surveys with school improvement team. This reflection provides areas of strength and growth. Student data supports any revisions that are necessary.

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The needs assessment was developed over the course of the 2014-15 school year.. The primary group was the school improvement team which consisted of the building administrator, instructional coach, 6 teachers, and 3 parent representatives. Periodic team meetings allowed us to gather data and information for the needs assessment. The group also solicited thinking from larger teacher, parent and student groups.

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

Cedar Trails Elementary is a preschool, kindergarten, and first grade building within a rural district located approximately 20 miles north of Grand Rapids. Cedar Trails is comprised of 38 certified staff members serving approximately 223 preschoolers, 275 kindergartners and 274 first graders. Our staff works collaboratively to create an atmosphere of support, encouragement, and high expectation for all students.

3rd grade reading

All Students: Spring 2015 54%

3rd Grade Math

All Students: 62%

IGOR Data below represents K/1 students (2014-15). Scores represent comprehensive building assessments.

2015

Kindergarten Reading % at grade level

BOY-100% (0 or 1)

November- 60% (2 or 3)

EOY- 70% (4-8)

First Grade Reading

BOY-62% (4-10)

November-52% (10-14)

EOY- 75%(16-18)

Kindergarten Math - Counting

BOY 98% (8-11+)

November 87% (20-30+)

EOY 86% (Count to 100, write numbers to 30, number ID to 100)

First Grade Math

BOY 88% (4-10+)

November 87% (20-30+)

EOY 80%

Kindergarten Writing

Unit 1 13% secure

Unit 2 37% secure

Unit 3 51% secure

First Grade Writing

Unit 1 37%

Unit 2 79%

Unit 3 73%

Strength area:

4. Strength area: Teaching and Assessing for Learning - Within this strand we identified specific areas of strength. One component was the guaranteed and viable curriculum that is now delivered in both grades K and 1st. Along with the curriculum implementation, we now have common assessments and pacing guides. Another important piece is consistent use of the "Gradual Release of Responsibility" as the instructional model used by all staff. In addition, professional development for teaching staff is offered within the district centered on key district initiatives such as Responsive Classroom and the gradual release model with a focus on "Guided Instruction". Teacher collaboration structures such as PLC's and teacher teams support our collaborative environment. Teachers are also able to learn from and with each other during lab classroom and peer visits. Our teachers participate in the Lab classroom. Further instructional support comes from conversations with the instructional coach and administrators.

- Growth area: Resources/Support Systems - We identified specific areas of growth within this component. Obstacles include communication of technology plan, communication with parents-including/understanding curriculum expectations and ways to support children at high levels, and working on implementing a building wide behavior plan.

5. Perceptions (Parents and Staff at a minimum)

Teachers notice the content level struggles as well as those gaps between economically disadvantaged as well as special education students. Much of the staff perception centers around the lack of support many of those who are disadvantaged get once they leave school at 3:30. In the special education realm, we are implementing more co-teaching and less pull-out experiences than ever before. We are gathering staff feedback on how that is impacting students both socially as well as academically.

This is an area that we need to more specifically survey parents. The first step which we have taken is consistently making them aware of our data on both state assessments and district assessments. That is being done in emails and in weekly communication from teachers to parents. A next step would be sharing these specific gaps and getting parent feedback.

Parent Survey:

Strengths: welcoming environment, friendly community, professional communication between parents and teachers

Areas of Growth: differentiation for students and school security procedures

Teacher Survey

Strengths: focus on the whole child, collaborative learning, willingness to try new ideas/strategies/approaches, embracing the instructional

model (Gradual Release Model of Responsibility)

Areas of Growth: consistencies in report cards and grading, bullying issues, parent involvement

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

Student Achievement

Reviewed DATA: M-STEP and district assessments

1. Content Areas - Reading and Writing scores are showing a need for improvement based upon, M-STEP scores and district assessments.
2. Subgroup Concerns - We continue to see a gap in the proficiency levels of economically disadvantaged vs. non-economically disadvantaged in all content areas. There is also a significant difference in scores on non-special education students with the special education population.
3. Perception Issues - The perception issues are very different based on what group you poll. Teachers are most focused on assessments and reporting to parents, behavior, and parent involvement. There was a consistent focus on safety and security for our students.
4. Demographic trends - The free/reduced lunch number for our district is at the 51% mark. Our overall enrollment is staying consistent and our mobility from last year to this year is slightly down.
5. Professional Development Needs - Our professional development needs are derived from a district focus on the "gradual release of responsibility" and building needs. Our focus this year has been on Responsive Classroom and discipline. We will differentiate our professional development for teachers by what supports they need to ensure the implementation of Responsive Classroom.
6. Program Changes - We have added a reading intervention at the 1st grade level. The early data has supported this intervention as one we would like to continue in the future.
7. Changes in Services Provided - NA
8. Other
 - AYP
 - 2010-2011: Yes, Grade A
 - 2011-2012: Yes, Grade A
 - 2012-2013: Yellow (60-70%), Safe Harbor
 - 2014-2015: Focus School
 - State's Top to Bottom List
 - 2012: #73
 - 2013: #74

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

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

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

Alignment to GOALS

Cedar Trails student achievement goals are grouped in this manner:

1) M-step Data / District proficiency targets in all content areas

NCA Targets

2) PLC Goals - Reading and Writing

- Kindergarten = 85% of exiting Kindergarten students will score at or above district expectations in the area of reading.

- 1st grade = 85% of all first grade students will score at or above district expectations in the area of reading.

3) Proficiency standards for students on district assessments in reading, writing, and math.

Kindergarten

Math

Reading

Writing

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

Since some of these curriculum and assessment pieces are in their beginning phases, all students are really the focus of these goals within the classroom setting where intentional small groups are pulled and individual conferring/re-teaching occurs.

Our in-school supports (GATORS-Reading intervention at 1st grade) are targeted to those students who are most in need in content areas.

Students are identified based on their data and offered positions based on need.

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

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

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

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

- Educational Management Team

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

- Teacher teaming and data conversations to support needs of all students within teams.
- Classroom differentiation
- Reading Intervention (GATORS)
- PLC-Data teams-Teacher teaming

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

The goals support all 600+ students at Cedar Trails across all content areas. The development of a guaranteed and viable curriculum, with intentional instructional strategies, and supported by common assessments, are pieces that all students will benefit from.

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

- Educational Management Team
- Instructional coaching: intense one on one and small group coaching to support student skills and tools
- Teacher teaming to support needs of all students within teams

Component 2: Schoolwide Reform Strategies

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

Outline the strategies you will implement for ALL students by content areas for which you have written goals:

All core content areas are instructed using the Gradual Release of Responsibility Model providing students with focused lessons, collaborative interaction with learning, guided instruction, as well as independent accountability. Teachers also implement Adaptive Schools and Responsive Classroom collaborative strategies to engage student interaction in all content areas. Furthermore, teachers integrate deeper level questioning skills (cognitive coaching skills) throughout all content areas with the expectation that through effective modeling, students will soon take ownership of the same questioning and paraphrasing skills.

Reading:

All students will participate in a workshop model with opportunities including mini-lessons, small group guided instruction, collaborative thinking (think alouds, reflection, modeling, book clubs, literature circles), as well as conferring conversations and small group instruction focused on specific skill-sets, tools, and accountability.

Writing:

All students engage in a consistent, viable curriculum based on Lucy Calkins' work with the reader's and writer's college. Writing is implemented in a workshop model providing students the opportunity to engage in guided support, small group instruction; common assessments and common rubrics provide students with feedback for next steps.

Math:

All students are instructed using the Every Day Math curriculum in a math workshop format. Within the workshop format, students will engage in collaborative work sites/work game stations providing continued practice on foundational skills. Exit slips, fact fluency assessments, as well as beginning/middle/end of year and unit 1-12 assessments will be consistent among all students.

Science:

All students are instructed using the Battle Creek Science kits. Students are formally assessed at the end of each unit.

Social Studies:

All students are instructed using the Oakland County Social Studies curriculum.

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

Focus on improving instruction:

The workshop model provides all students in all content areas an opportunity to learn in multiple learning modes (independent, small group, 1:1, whole group). Students are provided with immediate feedback through independent work and self-reflection as well as intense, focused instruction time with the teacher.

Focus on increasing instruction:

The workshop models allow students in all content areas specific instructional opportunities guided by the instructional needs of each student and/or small group.

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

Achievement gaps exist between students with/without disabilities as well as our free/reduced lunch student population. Cedar Trails students scored significantly higher than or at the state average in reading, writing, and math content areas. Cedar Trails students have scored at or below the state average in science and social studies. Strategies include growing a year by year continuum for students based on academic need. To ensure that all students receive an educational experience that best fits their individual needs, Cedar Trails supports inclusive co-taught environments, self-contained environments, as well as pull out opportunities to support students on a daily basis.

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

Reading: Increased small group instruction/skill based guided instruction, 1:1 weekly conferring increased, Educational management team (child study discussions), reading support,

Writing: Increased small group instruction/skill based guided instruction, 1:1 weekly conferring increased, Educational management team (child study discussions),

Math: Increased small group instruction, 1:1 weekly conferring increased, Educational management team (child study discussions), math club support

Science: Increased small group instruction/skill based guided instruction, collaborative inquiry, journaling, and cross curricular support.

Social Studies: Increased small group instruction/skill based guided instruction, cross-curricular support (during reading workshop)

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

What forms of assessment will be used to Progress Monitor? Fountas and Pinnell reading assessments, teacher driven formative assessments (conferring notes, exit slips, quick writes, etc)

What other forms of monitoring will occur and how often?

How often does the monitoring take place? Bi-weekly to monthly Fountas and Pinnell reading assessments.

What process is followed to review student progress--and WHO is involved? Grade level PLC teams, teacher teams, Educational management teams, instructional coach and principal work together to reflect on data to guide next steps and/or brainstorm additional interventions.

Component 3: Instruction by Highly Qualified Staff

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

The turnover rate is 0% for key instructional staff within building.

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

3 teachers have 0-4 years of experience

9 teachers have 5-10 years of experience

4 teachers have 11-15 years of experience

12 teachers have 16+ years of experience

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

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

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

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

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

N/A

Component 5: High Quality and Ongoing Professional Development

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

Professional development is aligned with a direct focus on the Gradual Release of Responsibility (GRM) model. Within the GRM umbrella, Cedar Trails has the flexibility to choose specific areas that data designates as a need.

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

Daily professional development exists within the building by way of instructional coaching, teacher teams, and administrative/teacher growth conversations resulting from weekly classroom visits. Grade level PLCs meet on a bi-weekly basis to discuss student data as it pertains to building goals. Grade level data conversations occur about every 3-4 weeks to support goals around that particular student group. PLCs will also support growth of instructional strategies. Learning is researched based and consistency comes through in classroom work. There is a direct correlation between the work of our collaborative teams and the instruction in the classroom.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	Yes, and stems from the district plan for professional development.	

Component 6: Strategies to Increase Parental Involvement

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

Parents were involved in the school wide plan. We had parent input from surveys and parent meetings. This helped us find out what our parents thought were important to add to the school wide plan and to see what things were not as important to them. Cedar Trails also has parents that were present at each School Improvement meeting, This gave administrators and teachers immediate feedback and parent voices present at all times.

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

Comprehensive Needs Assessment: Parents were present when the Comprehensive Needs Assessment was filled out. They shared thoughts on how they ranked our school.

School wide Reform Strategies: Parents offered input through surveys and meetings about focus areas for the kindergarten and First grade students. We used this data along with test scores to help target where interventions need to be implemented and where whole group, small group, and individual teaching/reteaching needs to be taking place.

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

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

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

Strategies to Increase Parent Involvement: Cedar Trails provides various methods of parent involvement including a curriculum nights, author celebration days, open house, conferences, and many more events for parents to be present in the school. Several classes have parent volunteers that come in weekly to help out. There is also a group of parents that volunteer in our library.

Preschool transition Strategies: Preschool teachers meet with Kindergarten teachers to share information. Parents have at least two opportunities to visit the school, see classrooms, and ask questions about curriculum.

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

Timely and Additional Assistance to Students Having Difficulty Mastering the Standards: Parent volunteers come in to Cedar Trails classrooms to help students that have difficulty mastering difficult concepts.

Coordination and Integration of Federal, State, and Local Programs and Resources: Parents at Cedar Trails are aware of the programs and resources the school has and uses at the Federal, State, and Local Programs.

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

When we evaluate the school wide plan, representative parents are present. We have surveys to follow up with the plan. Our school improvement parent meetings will have parent groups review and help revise the plan as needed.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	Cedar Trails does have a Title 1 Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118)c) through (f).	

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

Provide assistance to parents to understand content standards, assessments, Title I programming, monitoring child's progress and how to work with educators: Cedar Trails holds Curriculum Nights/days where the content standards, assessments, scoring, and programming are explained to parents. Cedar Trails also holds during the day informances, writing celebrations, math days and reading extravaganzas. These parent opportunities along with the report cards and conferences inform parents of their child's progress. Weekly newsletters from teachers; monthly from the principals, are also forms of communication to explain the content being taught and open a line of communication between parents, administrators, and teachers. Teachers send unit summaries with vocabulary, key concepts, and homework help. This makes parents aware of the content being taught and assessed. Flexible IEP times allow parents the opportunity to review and reflect on student progress and future needs.

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

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

4. Coordinate with parent involvement in other programming: In academics, Programs outside of the school building, parents are invited to be a part of Pine Ridge Science Camp as well as district math and reading summer camps. Parents are welcome to attend end-of-unit celebrations, such as a music "informance", Cedar Trails Choir performances, writing celebrations, etc.

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

6. Provide other reasonable support as requested: Cedar Trails understands the importance of meeting the needs of our parents in a variety of ways. Communication is provided via face-to-face conversations, telephone calls, emails, or hard copies, as needed. If academic support is requested, parents are invited to meet with teachers at flexible times or attend a classroom instructional observation.

1118 (f) Accessibility for disabled parents, LEP parents, parents of migratory children: Describe how you handle (or will handle) each of these parent groups.

Home visits are available on an as-needed basis for parents with disabilities, lack of transportation, or for any other reason that might inhibit their ability to come to the school building. For parents with limited English proficiency, bilingual translators of face-to-face/telephone conversations, emails, newsletters, and meetings are available upon request. Information about the structure of school and the educational process will be provided for parents of migratory children. Other opportunities for accessibility are provided through flexible meetings times and locations, as well as collaborative communication with community agencies able to provide further assistance.

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

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

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

Annually, the Cedar Trails school improvement team will meet to reflect on the plan and its effectiveness. Survey results will be shared with staff in a manner focused on improving school wide goals and growth.

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

It was a collaborative effort with the administrative team. Reflection on parent compact will be an important component going forward as we help parents to understand the purpose and plan of the compact.

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

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

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

Cedar Springs offers parent access to parent compacts in a variety of ways:

Parent compacts are shared with parents at open house and sent home prior to parent teacher conferences. The parent compacts are always available to teachers, parents, and students to view online on our school website. Hard copies are available in the school office as well as emailed to parents as well.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		

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

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

Limited English:

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

Parents with Disabilities:

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

Literacy Considerations:

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

Component 7: Preschool Transition Strategies

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

This building only serves students in grades Pre-K-Kindergarten and first. Preschool students visit kindergarten classrooms in the Spring. Our kindergarten and first graders visit the next grade classrooms/building in the Spring to gain familiarity. Individual students also make repeat visits to meet teachers and support the transition. Beginning of the year open house allows for another opportunity.

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

Academic and behavioral data is collected by kindergarten teachers and is passed on to first grade teachers (and so on) to support the transition. The data is also used by building leaders to make programming decisions. A group of teachers, instructional coach, and administrator meet with the grade representatives to gain academic and behavioral information to individually place students in a situation where they can be most successful. Parents have the option of filling out a student placement form for their child to support the knowledge and placement of their child. First grade teachers provide similar information and conversations take place with the 2nd grade building to support that transition.

Component 8: Teacher Participation in Making Assessment Decisions

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

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

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

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

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

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

Individual data conversations with administrator and instructional coach surround use of M-STEP data as well as school-wide data. The teacher uses achievement data to reteach and extend learning in key areas in whole group, small group, and individual learning settings. Some examples include: collaborative teacher teams focused on all students within the team to create cross-classroom groupings focused on need; grade level PLC's meet bi-weekly to check in/discuss grade level SMART goals focused on greatest area of need; monthly EMT () meetings provide a forum for teachers, psychologist, administrator, instructional coach, and special ed providers to identify and analyze students who exhibit the greatest social, emotional, and academic need.

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

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

English Language Arts

Reading

Grade Span: K- first grade

Identification/Criteria for Selection: Cedar Springs uses Fountas & Pinnell (F&P). In the F&P test, students receiving basic and below level rankings are identified as not performing at grade level and need interventions.

Writing

Grade Span: K- first grade

Identification/Criteria for Selection: Cedar Trails uses the grade pre and post writing assessments from the Lucy Calkins' writing curriculum. Students receiving a 1 or a 2 on the post writing assessments, according to district expectations, receive reteaching and interventions.

Math

Grade Span:K- first grade

Identification/Criteria for Selection: Cedar Trails uses the Everyday Math unit assessments. Students receiving a 1 or a 2 on the Everyday Math unit assessments, according to district expectations, receive reteaching and interventions.

Science

Grade Span: Kindergarten and First grade

Identification/Criteria for Selection: Cedar Trails uses the Battle Creek Area Mathematics and Science Center curriculum. Students are identified based on their scores from the end of unit assessments.

NOTE: Consider how students ENTER and EXIT the services. How frequently does the identification occur? If different by grade span, that should be explained by grade span.

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

Grade Span: Kindergarten-First

Interventions: In the classroom additional assistance is provided through increased frequency of conferring, fluency practice, and running records. Another service we offer to students in 1st grade experiencing difficulty mastering State standards is GATORS. This is an in-school reading recovery program. Students are provided assistance one-on-one and in small groups based on needs. This service is provided daily for first grade students who qualify for 30 minutes by certified interventionists. Cedar Springs Public Schools also provides reading summer school 4 half days a week.

Teacher teams in Kindergarten are implementing and utilizing the RTI model for students who are not at grade level.

Writing

Grade Span: Kindergarten-First

Interventions: In the classroom, teachers provide additional support to struggling students by increasing the amount of conferring sessions. There are also leveled literacy interventions taking place in the classroom. Cedar Springs Public Schools also provides reading summer school 4 half days a week.

Math

Grade Span: Kindergarten-First

Interventions: In the classroom, additional support is provided to students struggling to meet State standards by increasing the frequency of conferring sessions either one-on-one or small group.

Teacher teams in Kindergarten are implementing and utilizing the RTI model for students who are not at grade level.

Science

Grade Span: Kindergarten-First

Interventions: Classroom differentiating, teacher guided small group work and re-teaching.

Social Studies

Grade Span: Kindergarten-First

Interventions: Classroom differentiating, teacher guided small group work and re-teaching.

Who provides the service? How is it provided? How frequently is the assistance provided? If different by grade span, that should be explained by grade span

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

Describe how the differentiation of instruction addresses individual student academic needs in the classroom. It must be clear that individual student needs are being addressed IN THE CLASSROOM. Describe the WAYS in which classroom teachers are "differentiating".

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

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

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

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

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

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

Title One Grants

Describe WHAT the resources provide, or do, for the schoolwide program and goals.

Support the Instructional Coaches and Reading Interventionists (GATORS) in our building.

Be descriptive on how these resources support the goals and strategies of your plan.

As described above and through out this report, the grant funding supports clear mentoring, monitoring, differentiation, strategy building and interventions for students.

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

SORT THE ITEMS ABOVE INTO WHICH OF THE 10 COMPONENTS EACH SUPPORTS.

1. Comprehensive Needs Assessment:
2. Schoolwide Reform Strategies:
3. Highly Qualified Staff:
4. Attract and Retain Highly Qualified Staff:
5. Professional Development:
6. Parental Involvement:
7. Preschool Transition:
8. Assessment Decisions:
9. Timely & Additional Assistance:
10. Coordination & Integration of Federal, State & Local Resources:

Our instructional coaches play a huge role in all but numbers 7 & 10. Daily they support teachers with professional development, assessment decisions, parent involvement etc. They play a critical role in the mentoring, coordination, monitoring and development of Highly qualified staff and strong instructional practice.

Our GATORS support assessment decisions, Timely assistance, and parent involvement with education of their children.

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

Cedar Trails Elementary has a free and reduced lunch program.

Evaluation:

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

Daily/weekly data collection in classrooms.

IGOR monthly student data collection and data conversations.

Weekly data conversations supporting at-risk students with Coach and Principals.

Three times a year curriculum check ins.

Three times yearly Rounds process

Annual review with District Administration

Teacher, parent surveys

Feedback solicited from school improvement group and PTO.

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

The RESULTS--the impact of the PROGRAM comes through classroom level assessment data- IGOR data and M-STEP data reports on student achievement.

Parent surveys are also used to evaluate the parent's perspective and gather input.

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

We monitor IGOR data throughout the year and communicate results to parents via report cards and other forms of communication.

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

Reflection on staff surveys and parent surveys with school improvement team. This reflection provides areas of strength and growth.

Student data supports any revisions that are necessary.

School Improvement 16-17

Overview

Plan Name

School Improvement 16-17

Plan Description

Goals and Plans

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 reading	Objectives: 2 Strategies: 1 Activities: 5	Academic	\$227870
2	All students will be proficient in writing	Objectives: 2 Strategies: 1 Activities: 5	Academic	\$227870
3	All students will be proficient in mathematics	Objectives: 2 Strategies: 1 Activities: 5	Academic	\$239130
4	All students will be proficient in science	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$275630
5	All students will be proficient in social studies	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$265370

Goal 1: All students will be proficient in reading

Measurable Objective 1:

77% of Pre-K, Kindergarten and First grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading, at a level equal to or higher than the state expectation, in English Language Arts by 06/30/2017 as measured by Local Assessments and Fountas Pinnell.

(shared) Strategy 1:

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

Increase Reading Proficiency- Increase the number/percentage of students scoring "proficient/advanced" as determined by local assessments. 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: English/Language Arts

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

School Improvement Plan

Cedar Trails Elementary 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>	Monitor	Tier 1	Implement	08/26/2015	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 reading diagnostics -Training focused on guided reading -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	08/01/2014	06/30/2017	\$12800	Title II Part A, General Fund	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District 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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School Improvement Plan

Cedar Trails Elementary School

<p>Guaranteed and Viable Curriculum Type Monitor Description 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	08/01/2014	06/30/2017	\$0	General Fund	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
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Activity - Classroom Support-TitleIA	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>Title IA Interventions: -Core Content Interventionist Coaches -Reading Recovery- GATORS -Parent Involvement</p>	Academic Support Program	Tier 2	Monitor	08/01/2014	06/30/2017	\$106000	Title I Part A	All PreK-12 Staff, Teaching Staff, District Curriculum Coach, District 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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School Improvement Plan

Cedar Trails Elementary 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: -Homeless Population Interventionists -ESL (English as Second Language) Interventionist -Parents as Teachers servicing both pregnant teens and parents of small children in the community -Reading Recovery- GATORS</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Evaluate</p>	<p>08/01/2014</p>	<p>06/30/2017</p>	<p>\$103000</p>	<p>Section 31a</p>	<p>All PreK-12 Staff, Teaching Staff, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration</p>
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Measurable Objective 2:

85% of Kindergarten and First grade students will demonstrate a proficiency in reading, at a level equal to or higher than 18, in English Language Arts by 06/09/2016 as measured by district benchmark reading assessments.

(shared) Strategy 1:

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

Increase Reading Proficiency- Increase the number/percentage of students scoring "proficient/advanced" as determined by local assessments. 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: English/Language Arts

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 Trails Elementary 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>	Monitor	Tier 1	Implement	08/26/2015	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 reading diagnostics -Training focused on guided reading -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	08/01/2014	06/30/2017	\$12800	General Fund, Title II Part A	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist 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 Trails Elementary School

<p>Guaranteed and Viable Curriculum Type Monitor Description 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	08/01/2014	06/30/2017	\$0	General Fund	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
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Activity - Classroom Support-TitleIA	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>Title IA Interventions: -Core Content Interventionist Coaches -Reading Recovery- GATORS -Parent Involvement</p>	Academic Support Program	Tier 2	Monitor	08/01/2014	06/30/2017	\$106000	Title I Part A	All PreK-12 Staff, Teaching Staff, District Curriculum Coach, District 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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School Improvement Plan

Cedar Trails Elementary 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: -Homeless Population Interventionists -ESL (English as Second Language) Interventionist -Parents as Teachers servicing both pregnant teens and parents of small children in the community -Reading Recovery- GATORS	Academic Support Program	Tier 2	Evaluate	08/01/2014	06/30/2017	\$103000	Section 31a	All PreK-12 Staff, Teaching Staff, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
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Goal 2: All students will be proficient in writing

Measurable Objective 1:

71% of Pre-K, Kindergarten and First grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander 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 Local Assessments.

(shared) Strategy 1:

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

Increase Writing Proficiency- Increase the number/percentage of students scoring "proficient/advanced" as determined by local 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: English/Language Arts

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 Trails Elementary 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	Implement	08/01/2014	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 Columbia University Writing Consultants- Writing Workshop</p>	Professional Learning	Tier 1	Implement	08/01/2014	06/30/2017	\$12800	Title II Part A, General Fund	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District 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

School Improvement Plan

Cedar Trails Elementary 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	08/01/2014	06/30/2017	\$0	General Fund	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
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Activity - Classroom Support-TitleIA	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>Title IA Interventions: -Core Content Interventionist Coaches</p>	Academic Support Program	Tier 2	Evaluate	08/01/2014	06/30/2017	\$106000	Title I Part A	All PreK-12 Staff, Teaching Staff, District Curriculum Coach, District 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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School Improvement Plan

Cedar Trails Elementary 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: -Homeless Population Interventionists -ESL (English as Second Language) Interventionist -Parents as Teachers servicing both pregnant teens and parents of small children in the community</p>	Academic Support Program	Tier 2	Evaluate	08/01/2014	06/30/2017	\$103000	Section 31a	All PreK-12 Staff, Teaching Staff, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
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Measurable Objective 2:

85% of Kindergarten and First grade students will demonstrate a proficiency in writing, at a level equal to or higher than a 3, in English Language Arts by 06/30/2017 as measured by district end of unit writing assessments.

(shared) Strategy 1:

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

Increase Writing Proficiency- Increase the number/percentage of students scoring "proficient/advanced" as determined by local 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: English/Language Arts

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 Trails Elementary 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	Implement	08/01/2014	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 with Columbia University Writing Consultants- Writing Workshop</p>	Professional Learning	Tier 1	Implement	08/01/2014	06/30/2017	\$12800	Title II Part A, General Fund	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District 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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School Improvement Plan

Cedar Trails Elementary 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	08/01/2014	06/30/2017	\$0	General Fund	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
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Activity - Classroom Support-TitleIA	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>Title IA Interventions: -Core Content Interventionist Coaches</p>	Academic Support Program	Tier 2	Evaluate	08/01/2014	06/30/2017	\$106000	Title I Part A	All PreK-12 Staff, Teaching Staff, District Curriculum Coach, District 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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School Improvement Plan

Cedar Trails Elementary 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: -Homeless Population Interventionists -ESL (English as Second Language) Interventionist -Parents as Teachers servicing both pregnant teens and parents of small children in the community	Academic Support Program	Tier 2	Evaluate	08/01/2014	06/30/2017	\$103000	Section 31a	All PreK-12 Staff, Teaching Staff, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
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Goal 3: All students will be proficient in mathematics

Measurable Objective 1:

68% of Pre-K, Kindergarten and First grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander 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 Local Assessments and Everyday Math Units.

(shared) Strategy 1:

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

Increase Math Proficiency- Increase the number/percentage of students scoring "proficient/advanced" as determined by local assessments and Everyday Math Units. 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: Mathematics

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 Trails Elementary School

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC Focus: PLC's will monitor the analysis of data and implementation of the grade levels curriculum, assessment, and instructional strategies.	Professional Learning	Tier 1	Monitor	08/01/2014	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 -Cognitive Coaching; Training focused on conferring with students -Training focused the Gradual Release of Responsibility Model: focus lesson, guided practice, collaboration, conferring -Lab Classrooms- K-12 teaching staff with Building Coaches -Training focused on Co-Teaching Practices -Training focused on Math Workshop and Questioning "Math Exchanges"- Grades K-2 -Training interventionists with Center of Cognitive Coaching-conferring</p>	Professional Learning	Tier 1	Implement	08/26/2013	06/30/2017	\$84560	General Fund, Title II Part A	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
Activity - Guaranteed and Viable Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Cedar Trails Elementary 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	Monitor	Tier 2	Monitor	08/01/2014	06/30/2017	\$0	General Fund	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
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Activity - Classroom Support-TitleIA	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. Title IA Interventions: -Core Content Interventionist Coaches	Academic Support Program	Tier 2	Monitor	08/01/2014	06/30/2017	\$106000	Title I Part A	All PreK-12 Staff, Teaching Staff, District Curriculum Coach, District 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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School Improvement Plan

Cedar Trails Elementary School

<p>31A Interventions: -Homeless Population Interventionists -ESL (English as Second Language) Interventionist -Parents as Teachers servicing both pregnant teens and parents of small children in the community -Reading Recovery- GATORS</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/31/2014</p>	<p>06/30/2017</p>	<p>\$42500</p>	<p>Section 31a</p>	<p>All PreK-12 Staff, Teaching Staff, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration</p>
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Measurable Objective 2:

85% of First grade students will demonstrate a proficiency in mathematics, at a level equal to or higher than a 3, in Mathematics by 06/09/2016 as measured by district end of unit math assessments.

(shared) Strategy 1:

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

Increase Math Proficiency- Increase the number/percentage of students scoring "proficient/advanced" as determined by local assessments and Everyday Math Units. 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: Mathematics

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 Trails Elementary School

PLC Focus: PLC's will monitor the analysis of data and implementation of the grade levels curriculum, assessment, and instructional strategies.	Professional Learning	Tier 1	Monitor	08/01/2014	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 -Cognitive Coaching; Training focused on conferring with students -Training focused the Gradual Release of Responsibility Model: focus lesson, guided practice, collaboration, conferring -Lab Classrooms- K-12 teaching staff with Building Coaches -Training focused on Co-Teaching Practices -Training focused on Math Workshop and Questioning "Math Exchanges"- Grades K-2 -Training interventionists with Center of Cognitive Coaching-conferring</p>	Professional Learning	Tier 1	Implement	08/26/2013	06/30/2017	\$84560	General Fund, Title II Part A	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration

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 Trails Elementary 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	Monitor	Tier 2	Monitor	08/01/2014	06/30/2017	\$0	General Fund	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
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Activity - Classroom Support-TitleIA	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. Title IA Interventions: -Core Content Interventionist Coaches	Academic Support Program	Tier 2	Monitor	08/01/2014	06/30/2017	\$106000	Title I Part A	All PreK-12 Staff, Teaching Staff, District Curriculum Coach, District 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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School Improvement Plan

Cedar Trails Elementary School

31A Interventions: -Homeless Population Interventionists -ESL (English as Second Language) Interventionist -Parents as Teachers servicing both pregnant teens and parents of small children in the community -Reading Recovery- GATORS	Academic Support Program	Tier 2	Monitor	08/31/2014	06/30/2017	\$42500	Section 31a	All PreK-12 Staff, Teaching Staff, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
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Goal 4: All students will be proficient in science

Measurable Objective 1:

38% of Pre-K, Kindergarten and First grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency ,at a level equal to or higher than the state expectation, in Science by 06/30/2017 as measured by Local Assessments.

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" as determined by local 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: Science

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

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

*Classroom Instruction that Works: 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 Trails Elementary 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	08/01/2014	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</p>	Professional Learning	Tier 1	Implement	08/01/2014	06/30/2017	\$60560	General Fund, Title II Part A	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District 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

School Improvement Plan

Cedar Trails Elementary 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	08/01/2014	06/30/2017	\$0	General Fund	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Intervention ist Coaches, District Administrati on
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Activity - Classroom Support-TitleIA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities. Title IA Interventions: -Core Content Interventionist Coach -Parent Involvement -Reading Recovery- GATORS	Academic Support Program	Tier 2	Evaluate	08/01/2014	06/30/2017	\$106000	Title I Part A	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Intervention ist Coaches, District Administrati on

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

Cedar Trails Elementary 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: -Homeless Population Interventionists (all buildings based on need) -ESL (English as Second Language) Interventionist -Parents as Teachers servicing both pregnant teens and parents of small children in the community -Reading Recovery- GATORS	Academic Support Program	Tier 2	Evaluate	08/01/2014	06/30/2017	\$103000	Section 31a	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
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Goal 5: All students will be proficient in social studies

Measurable Objective 1:

43% of Pre-K, Kindergarten and First grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in social studies, at a level equal to or higher than the state expectation, in Social Studies by 06/30/2017 as measured by Local Assessments.

Strategy 1:

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

Increase Social Studies Proficiency- Increase the number/percentage of students scoring "proficient/advanced" as determined by local assessments. 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: Social Studies

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

*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

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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	08/01/2014	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 5-Dimensions Teacher Evaluation</p>	Professional Learning	Tier 1	Implement	08/01/2014	06/30/2017	\$50300	Title II Part A	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District 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	08/01/2014	06/30/2017	\$0	General Fund	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Intervention ist Coaches, District Administrati on
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Activity - Classroom Support-TitleIA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities. Title IA Interventions: -Core Content Interventionist Coaches -Reading Recovery- GATORS	Academic Support Program	Tier 2	Evaluate	08/01/2014	06/30/2017	\$106000	Title I Part A	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Intervention ist Coaches, District Administrati on

Activity - Academic Support Program-31A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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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: -Homeless Population Interventionists -ESL (English as Second Language) Interventionist -Parents as Teachers servicing both pregnant teens and parents of small children in the community -Reading Recovery- GATORS</p>	Academic Support Program	Tier 2	Evaluate	08/01/2014	06/30/2017	\$103000	Section 31a	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

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 with Columbia University Writing Consultants- Writing Workshop</p>	Professional Learning	Tier 1	Implement	08/01/2014	06/30/2017	\$1500	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration

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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>Tier 2</p>	<p>Monitor</p>	<p>08/01/2014</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District 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 -Cognitive Coaching; Training focused on conferring with students -Training focused the Gradual Release of Responsibility Model: focus lesson, guided practice, collaboration, conferring -Lab Classrooms- K-12 teaching staff with Building Coaches -Training focused on Co-Teaching Practices -Training focused on Math Workshop and Questioning "Math Exchanges"- Grades K-2 -Training interventionists with Center of Cognitive Coaching- conferring</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/26/2013</p>	<p>06/30/2017</p>	<p>\$10260</p>	<p>All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration</p>

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<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 reading diagnostics -Training focused on guided reading -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>08/01/2014</p>	<p>06/30/2017</p>	<p>\$1500</p>	<p>All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, 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 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>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/01/2014</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>Guaranteed and Viable Curriculum Type Monitor Description 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>08/01/2014</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District 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</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/01/2014</p>	<p>06/30/2017</p>	<p>\$10260</p>	<p>All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration</p>

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Professional Learning Communities	<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	08/01/2014	06/30/2017	\$6070	Building administration, Professional Learning Communities Leaders, all certified staff
Professional Learning Communities	<p>PLC Focus: PLC's will monitor the analysis of data and implementation of the grade levels curriculum, assessment, and instructional strategies.</p>	Professional Learning	Tier 1	Monitor	08/01/2014	06/30/2017	\$6070	Building administration, Professional Learning Communities Leaders, all certified staff
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	08/01/2014	06/30/2017	\$0	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration

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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>08/01/2014</p>	<p>06/30/2017</p>	<p>\$6070</p>	<p>Building administration, Professional Learning Communities Leaders, all certified staff</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>08/01/2014</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District 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>08/01/2014</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration</p>

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Professional Learning Communities	<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>	Monitor	Tier 1	Implement	08/26/2015	06/30/2017	\$6070	Building administration, Professional Learning Communities Leaders, all certified staff
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Title II Part A

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 5-Dimensions Teacher Evaluation</p>	Professional Learning	Tier 1	Implement	08/01/2014	06/30/2017	\$50300	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration

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<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 Columbia University Writing Consultants- Writing Workshop</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/01/2014</p>	<p>06/30/2017</p>	<p>\$11300</p>	<p>All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration</p>
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<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>08/01/2014</p>	<p>06/30/2017</p>	<p>\$50300</p>	<p>All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration</p>
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<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 reading diagnostics -Training focused on guided reading -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>08/01/2014</p>	<p>06/30/2017</p>	<p>\$11300</p>	<p>All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration</p>
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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 -Cognitive Coaching; Training focused on conferring with students -Training focused the Gradual Release of Responsibility Model: focus lesson, guided practice, collaboration, conferring -Lab Classrooms- K-12 teaching staff with Building Coaches -Training focused on Co-Teaching Practices -Training focused on Math Workshop and Questioning "Math Exchanges"- Grades K-2 -Training interventionists with Center of Cognitive Coaching- conferring</p>	Professional Learning	Tier 1	Implement	08/26/2013	06/30/2017	\$74300	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic Support Program-31A	<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: -Homeless Population Interventionists -ESL (English as Second Language) Interventionist -Parents as Teachers servicing both pregnant teens and parents of small children in the community</p>	Academic Support Program	Tier 2	Evaluate	08/01/2014	06/30/2017	\$103000	All PreK-12 Staff, Teaching Staff, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration

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<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: -Homeless Population Interventionists -ESL (English as Second Language) Interventionist -Parents as Teachers servicing both pregnant teens and parents of small children in the community -Reading Recovery- GATORS</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Evaluate</p>	<p>08/01/2014</p>	<p>06/30/2017</p>	<p>\$103000</p>	<p>All PreK-12 Staff, Teaching Staff, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration</p>
<p>Academic Support Program-31A</p>	<p>31A Interventions: -Homeless Population Interventionists -ESL (English as Second Language) Interventionist -Parents as Teachers servicing both pregnant teens and parents of small children in the community -Reading Recovery- GATORS</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/31/2014</p>	<p>06/30/2017</p>	<p>\$42500</p>	<p>All PreK-12 Staff, Teaching Staff, District Curriculum Coach, District 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: -Homeless Population Interventionists (all buildings based on need) -ESL (English as Second Language) Interventionist -Parents as Teachers servicing both pregnant teens and parents of small children in the community -Reading Recovery- GATORS</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Evaluate</p>	<p>08/01/2014</p>	<p>06/30/2017</p>	<p>\$103000</p>	<p>All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration</p>

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Academic Support Program-31A	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: -Homeless Population Interventionists -ESL (English as Second Language) Interventionist -Parents as Teachers servicing both pregnant teens and parents of small children in the community -Reading Recovery- GATORS	Academic Support Program	Tier 2	Evaluate	08/01/2014	06/30/2017	\$103000	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom Support-TitleA	All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities. Title IA Interventions: -Core Content Interventionist Coaches	Academic Support Program	Tier 2	Evaluate	08/01/2014	06/30/2017	\$106000	All PreK-12 Staff, Teaching Staff, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration

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Classroom Support-TitleA	All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities. Title IA Interventions: -Core Content Interventionist Coaches -Reading Recovery- GATORS -Parent Involvement	Academic Support Program	Tier 2	Monitor	08/01/2014	06/30/2017	\$106000	All PreK-12 Staff, Teaching Staff, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
Classroom Support-TitleA	All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities. Title IA Interventions: -Core Content Interventionist Coaches -Reading Recovery- GATORS	Academic Support Program	Tier 2	Evaluate	08/01/2014	06/30/2017	\$106000	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
Classroom Support-TitleA	All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities. Title IA Interventions: -Core Content Interventionist Coach -Parent Involvement -Reading Recovery- GATORS	Academic Support Program	Tier 2	Evaluate	08/01/2014	06/30/2017	\$106000	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration

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Classroom Support- TitleA	All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities. Title IA Interventions: -Core Content Interventionist Coaches	Academic Support Program	Tier 2	Monitor	08/01/2014	06/30/2017	\$106000	All PreK-12 Staff, Teaching Staff, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
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