



School Improvement Plan

Cedar Springs High School

Cedar Springs Public Schools

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TABLE OF CONTENTS

Introduction.....	1
Executive Summary	
Introduction.....	3
Description of the School.....	4
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	7
Additional Information	10
Improvement Plan Stakeholder Involvement	
Introduction.....	12
Improvement Planning Process.....	13
Student Performance Diagnostic	
Introduction.....	15
Student Performance Data.....	16
Evaluative Criteria and Rubrics.....	17
Areas of Notable Achievement.....	18
Areas in Need of Improvement.....	19
Report Summary.....	20

Stakeholder Feedback Diagnostic

Introduction	22
Stakeholder Feedback Data	23
Evaluative Criteria and Rubrics	24
Areas of Notable Achievement	25
Areas in Need of Improvement	26
Report Summary	27

School Data Analysis

Introduction	29
Demographic Data	30
Process Data	33
Achievement/Outcome Data	36
Perception Data	41
Summary	44

School Additional Requirements Diagnostic

Introduction	46
School Additional Requirements Diagnostic	47

2016 School Improvement Plan

Overview	50
Goals Summary	51

Goal 1: All students will be proficient in reading	52
Goal 2: All students will be proficient in mathematics	55
Goal 3: All students will be proficient in science	60
Goal 4: All students will be proficient in social studies	64
Activity Summary by Funding Source	69

Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Cedar Springs High School is a class A school with 953 students. We are a rural-suburban fringe district 20 miles North of Grand Rapids. Student population consist of 97 percent Caucasian and 52 percent free and reduced lunch. The school is the epicenter for the community providing various types of programming from birth through seniors. We have several community partnerships to support our services on our campus including: Cedar Springs Education Foundation, DHS, Cherry Street dental and health services, and counseling/social work services through Kent School Services Network.

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.

OUR MISSION

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

OUR VISION

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.

OUR CORE VALUES

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

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

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

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

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

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

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

LEARNING PRINCIPLES

- All learners are capable of quality work, given the right conditions for learning are established.
- Successful learning requires metacognition:

Reflection -' Self Assessment -' Feedback Loops for self adjustment. These metacognitive processes might be taught explicitly (Thinking apprenticeship for example).

- The goal of learning is fluent and flexible transfer - powerful use of knowledge across a variety of contents.
- The complex nature of learning requires teacher to draw upon a variety of teaching and assessing strategies aligned to the particular learning goal.
- A rigorous education requires a delicate balance of challenge (rigor) and comfort. Learners must know success is attainable and that persistent effort will bring reward.
- Effective learning recognizes that feedback must be specific and frequent. Learners should have multiple opportunities to practice skills in a risk-free environment (gradual release) with timely opportunities to use feedback to improve.
- Learning is creating meaning; therefore, learning goals must make sense to both the teacher and the learner. Learners need opportunities to see value in what they learn and create relational connections to past and future learning.
- Learning is the basic purpose of schools; we must create a model where continuous learning is valued and honored. Learning is vital to our continuing growth and should include all members of our school community.

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.

Overall

- received Advanc-Ed Accreditation
- awarded Congressional Medal of Merit Student Recipient
- over 50 percent of Advance Placement Students receiving a 3 or better in 2015, with over 60 percent in previous three years.
- offers online/digital learning classes through APEX and Michigan Virtual High School
- ranked 6th in the Grand Rapids area as a "Best-Value District" outperforming students with similar demographics
- switched to semesters in 2014 to support full-year of core content programming
- designed common assessments and created consistent department grading categories/percentages across all common courses
- communicates via weekly emails regarding student grades, discipline, and student announcements
- inducted 50 students to the National Honor Society and expanded to sophomore level
- achieved high school graduation rate within top ten percent of all high schools in Kent and Ottawa county school districts.

Counseling

- increased staff to two full-time academic counselors for 9-12 students and added an at risk counselor
- guides freshmen through www.CareerCruising.com and educational development plans.
- develops curriculum for Advisory period, which allows staff to build long-term relationships with students to support their academics, personal interests, and post-secondary plans
- offers Career Quest job exploration at DeVos Center
- hosted College Application Week, boasting over 223 completed college applications

Kent Career Tech Center

- offers 11th & 12th grade students opportunity for hands-on training while earning college/HS credit
- enrolled 20% of CSHS upperclassmen in 2015

Dual Enrollment

- scheduled students in 132 dual enrollment classes for 2014-2015 school year

Advanced Placement

- awarded Silver Medal for AP Honor Roll, award-winning AP list, published in US News & World Report
- doubled student enrollment in 2015
- trained 30% of CSHS teachers as AP or Pre-AP instructors
- market AP enrollment to all students to promote equity and access
- hosted a support forum with all AP students

English Language Arts

- offers AP Literature and added AP Language & Composition in 2015
- refined consistent English curriculum across all common classes, supporting SAT preparation

School Improvement Plan

Cedar Springs High School

- launched CSHS Writing Center and published Academic Writing Guide
- supports a culture of reading and academia

Social Studies

- offers AP U.S. History, AP European History and added AP World History in 2015
- implemented strategic work using primary source documents, academic vocabulary, and Word Walls
- incorporated direct instruction for argumentative and informative essays

Mathematics

- offers AP Calculus and added AP Statistics in 2015-16
- participated in Prime Math professional development
- systematized test retake policy that includes review "entry ticket"
- piloting double-block of math for struggling Algebra I students
- adopted new Pearson math textbooks and curriculum 6-12
- continues to be our area of greatest concern, fluctuating curriculum materials have added confusion to the notion of guaranteed viable curriculum.
- made a considerable investment in 2015-2016 with the adoption of Pearson curriculum materials, as well as the addition of a math intervention elective course.

Science

- offers AP Biology and AP Chemistry
- designed Science curriculum based on the Next Generation Science Standards
- increased technology-use and inquiry-based labs using Pasco probeware

Foreign Language

- added French III, tripled enrollment in Spanish III, and offered Spanish IV in 2015
- will launch first international trip this summer to Costa Rica
- aligned curriculum across common courses
- offers six world language courses through traditional and digital means

Practical & Fine Arts

- achieved largest attendance in history for Beauty & the Beast with over 10% of student population involved
- CSTV awarded by the NFHSS as a "Select School," took 1st and 2nd place in Multi-Cam sports production, and contracted by MHSAA to film sporting events in the area, broadcasting state football and basketball finals
- MCHA recognized marching band
- received CS Education Foundation grant for new sound system in auditorium

Early Middle College

- signed partnership with EMC and offered qualifying CSHS students the opportunity to earn their associate's degree in five years
- launched first year in 2014 with 25 students
- doubled enrollment in second year cohort

Tech 21 Academy

- received fifth \$15,000 grant from Amway One-to-One Campaign and continues six-year partnership with Amway Global for college/career

School Improvement Plan

Cedar Springs High School

readiness

- attended GVSU's Computer Science and Engineering Project Day and Kent ISD Job Shadow experience

Staff Celebrations

- Over 60% of staff hold a master's degree and over 20% of staff hold a second master's degree
- Five teachers applied for and received almost \$15,000 from Donors Choose grants
- Dave Stuart, history and English teacher, honored as a Michigan Teacher of the Year finalist and received Character Lab Teacher Innovation grant

Additional Information

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

We offer several academic opportunities for our student body. We have a Freshmen and Sophomore Academy focused on college-career readiness and character development. Dual enrollment is open to all students beginning in their freshmen year. Our Juniors and Seniors have access to center based programs in the areas of career and technical education at the Kent Career Technical Center and the Kent Technical Center for students with special needs. Nine advance placement courses are offered in-house in the contents of: Biology, Calculus, Chemistry, English Literature and Composition, English Language and Composition, Statistics, European History, U.S. History, and World History. We also offer an early/middle college program for our students with Grand Rapids Community College where students will graduate with both a high school diploma and a two year associates degree at the end of their fifth year of high school. An Advisory period has been added to ensure that all students have a connection with at least one adult in the building, as well as to provide a scope and sequence of college/career readiness guidance lessons for students. Additionally, the counseling staff are scheduling 1:1 senior/parent meetings to support post-secondary transition and success.

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.

Our building school improvement team includes our building administrators, instructional support coaches, three core area teachers, and two parents. Representatives were chosen based upon the high standards each holds for the high school as well as the fact that they will push thinking. In addition, strategic decision making procedures were utilized to synthesize quantitative, qualitative and anecdotal data with each considered when selecting our target goals. Meetings are scheduled at various times to be thoughtful to all schedules involved.

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

Through a fall parent meeting and a parent survey, we disseminated the improvement plan for this year and received feedback on fine-tuning the plan.

At a mid-year staff meeting, the staff was divided into subgroups who evaluated our skill levels on components of the interim self-assessment. Selected team members were cluster grouped intentionally to ensure different-minded individuals would bring new thinking to the table around each subsection of the document.

The representative team worked together through discussion, dialogue, and data analysis to complete diagnostics and turn staff and parent feedback into a meaningful school improvement plan.

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

The representative team examined the PLC goals/strategies from each core area. Using the focus areas from each PLC, the representative team developed the improvement plan. The administration communicated this plan to the staff in the fall, and the staff can access it in the High School Quick Reference Guide on their desktops. This plan was also communicated to parents through a special parent meeting and at parent-teacher conferences, during which we also took parent feedback on the plan and suggestions for fine-tuning the plan. In preparation for the peer review visit, we administered the parent, student, and staff survey provided by AdvancED.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Student Performance Data Document is attached below.	AdvancEdStudentPerformanceDataDocument15-16 (1)...

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?

ELA, Science, and Social Studies

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

ELA, Science, and Social Studies

Which area(s) indicate the overall highest performance?

English Language Arts

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

Economically disadvantaged

Between which subgroups is the achievement gap closing?

Economically disadvantaged and not economically disadvantaged.

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

Our economically disadvantaged students are closing the achievement gap between our not economically disadvantaged.

Areas in Need of Improvement

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

Mathematics

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

Mathematics is showing a negative trend over the past three years when looking at total proficiency/passing rates of students.

Which area(s) indicate the overall lowest performance?

Mathematics

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

Special education in math and science contents. Also economically disadvantaged in mathematics.

Between which subgroups is the achievement gap becoming greater?

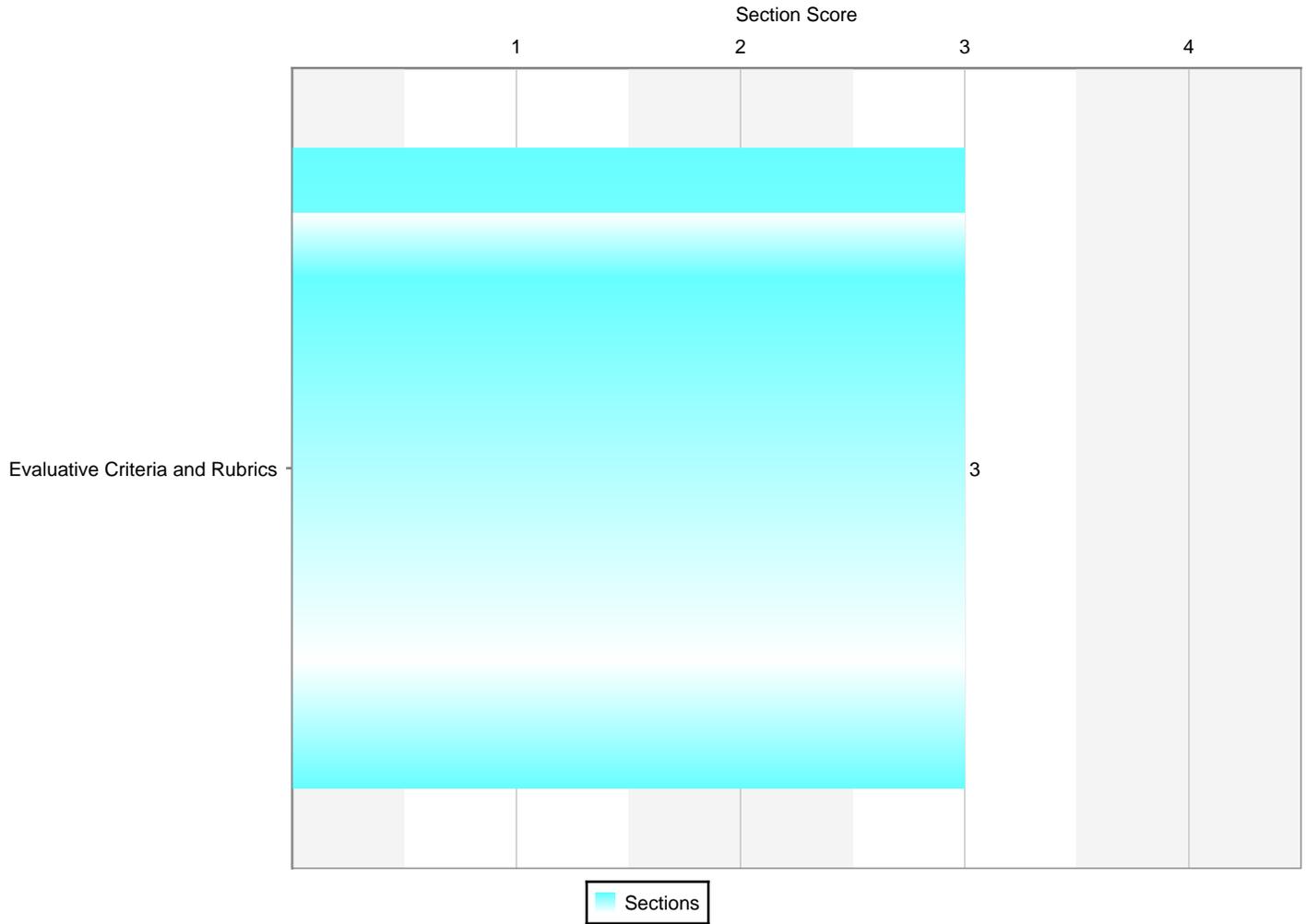
Students with disabilities and students without disabilities.

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

Students with disabilities not performing as well as students without disabilities.

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		

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

Areas of Notable Achievement

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

From our open ended questions: Caring and supportive teachers, school unity/culture (building theme), AP/Dual Enrollment/EMC, curriculum choices, support for learning and athletics/clubs.

Parents--1.3 3.6 4.1

Students-- 1.1 3.2 4.4

Staff--3.11 5.1 5.5

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

From open ended questions: fine arts, advisory, cell phone/tech.

Last year we surveyed stakeholder around building culture and post secondary readiness. Looking at this data, we are seeing significant increase in stakeholder satisfaction.

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

Technology needs (computers).

Areas in Need of Improvement

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

From the open ended questions: teachers, culture

Looked at areas below a 3

Students--2.1 3.3 (3.6) 4.5 (4.6) 5.5 (2.4)

Parents--2.3 2.4

Staff--2.2 4.4 4.5 3.8

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

Social emotional needs of the students. We have experienced a student suicide, students with terminal illness, and students with mental health issues and anxiety.

What are the implications for these stakeholder perceptions?

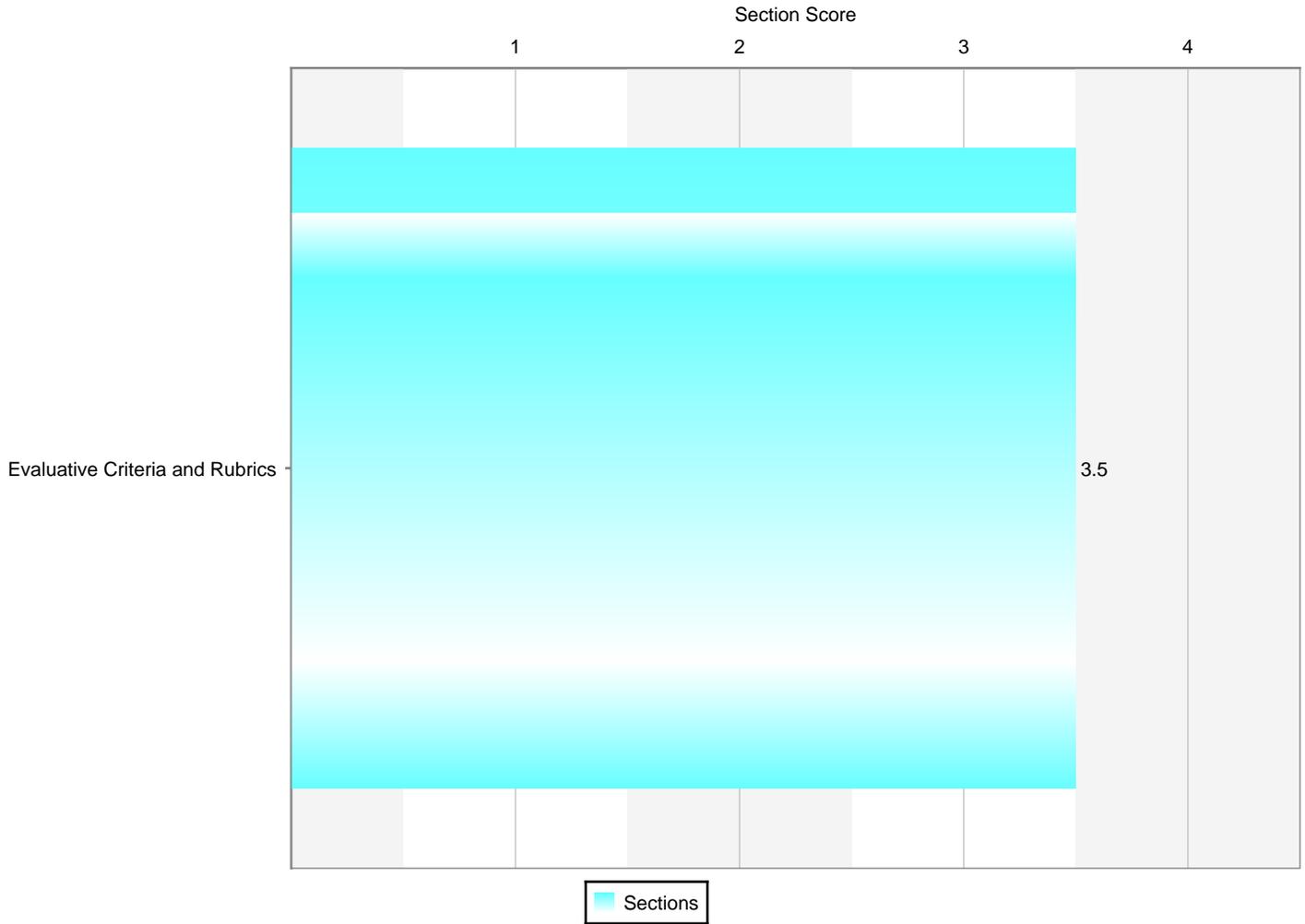
We are looking at ways to address the social emotional needs of our students. We are researching programs like Live, Laugh, Love, and Be NICE. As a district we have also posted positions for additional counselors K-12.

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

The need to address technology needs (age of computers) and the social emotional needs of the students through feedback loops to counselors, administration, and board of education meetings.

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?

Our enrollment continues to grow by 20 to 30 students per year; however, the number of students with special needs or economically disadvantage population continues to grow at a higher rate than average. Free/reduced lunch qualifying student numbers remain around 50% of the total student population.

Student Demographic Data

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

Our attendance data continues to improve overall due to our attendance improvement plans and Educational Management Team. No notable changes in truancy with the phase-in of the 18 year old compulsory attendance law.

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?

Our student behavior data remains relatively consistent. Some "minor" increase in discipline worth noting with marijuana, e-cigarettes, and insubordination in this most recent school year. We will continue to monitor and see if any intervention plans need to be developed. Current strategies to improve building culture (i.e. hallways-by-class, assemblies, student clubs and Advisory Period) are showing initial promise in building student connectedness.

Student Demographic Data

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

Attendance support is provided for students and families with letter of attendance status at 4, 7 and 10 days, and truancy paperwork for students who have not attended school for ten consecutive days up to age 18. Automated phone calls are placed each day when absences of students have not been reported to the school by parents.

With some of our families having students that would be first generation college students or are economically disadvantaged, an early middle college program has been established. Post-secondary focused activities such as senior meetings, college application week, FASFA form assistance, and college scholarships are available and communicated to students and families.

We also keep data on students through our Education Management Team on student needs and strategies that support them. We also offer a double block of Algebra I, a Writing Center, after school math support, and general tutoring, and the Tech 21 Academy for freshmen and
SY 2016-2017

sophomores.

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?

Both school leader have 23 and 19 years of teaching and administrative experience with 8 and 15 years respectively in the district. With more years of experience, the better ability we have to identify the student achievement needs and how to possibly address them. Experience also helps with organizational development and consensus building.

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?

We have four teachers between 0 and 3 years, twelve teachers between 4-8 years, thirteen teachers between 9-15 years, and fourteen teachers over fifteen years. We have a very experienced teaching faculty who continues to study research, pedagogy, and the Five Dimensions of Learning. Cedar has always had a strong new teacher mentoring program for new and beginning teachers. Our cognitive instructional coaches' work has focused on teaching strategies that not only grow the teacher's skill level, but also support the needs of the bottom thirty percent of students on state assessments.

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?

School leaders in total had ten days of leave due to illness and thirty six days for professional learning. All within reasonable levels given that school leaders are receiving professional development and training which is then used to train teaching staff or improve instruction, assessment, and curriculum. School leaders are available to our teachers, students, and parents, meeting their needs in a timely fashion.

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?

We had 603 days of leave for our teaching staff for the 2014-15 school year. This is an increase of nearly 150 days from the previous school year. The vast majority of this increase was due to five staff members being out on long term FMLA due to illness. Even though we were able to find high qualified substitute teachers to fill in, there is no doubt this could have an impact on our student achievement data as four of these teachers were in the English core area.

Teacher/School Leader(s) Demographic Data

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

School Improvement Plan

Cedar Springs High School

Induction programs

Mentoring

Lab Classroom

Instructional coaching

Differentiated professional development

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?

REVIEW/UPDATE ACCORDING TO 2015-2016 SELF ASSESSMENT

Standard 2: Governance and Leadership is one of our strengths. All indicators in this standard were at least a 3 rating with 2.6 receiving a 4 rating. The leaders of the building are supportive of the needs for the teaching staff. Professional development is around the teaching, instruction, and student needs. Policies and procedures are in place to administer the building effectively. The evaluation model supports the standards in this area.

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?

REVIEW/UPDATE ACCORDING TO 2015-2016 SELF ASSESSMENT

Standard 5: Using Results for Continuous Improvement is the area of greatest challenge. Much of the concern is around the changes in standardized testing at the high school, as well as the readiness and success criteria for the next level. Standard 1: Purpose and Direction are the next area of challenge. We are working on clarifying and narrowing the school purpose and identifying the college and career readiness and noncognitive skills.

12. How might these challenges impact student achievement?

REVIEW/UPDATE ACCORDING TO 2015-2016 SELF ASSESSMENT

Having a clearly defined purpose and direction all stakeholders will have more clarity and understanding of the cognitive and noncognitive skills, thus improving overall student achievement.

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.

Synthesize Conley on College and Career readiness as we define purpose and direction.

Put in place a standardized assessment plan with PSAT, and SAT for grades 8-11.

Establish a warehouse for all secondary common assessment data for core content areas to store PLC data.

Professional development specific to data interpretation and analysis for all staff and not just PLC leaders.

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 analyze early warning signs for students and match-up the services and needs the student may need and put the supports in place to address the needs. We have teamed classes, teacher consultants, and basic courses with all of our core academic areas. The essential core standards have also been established for each core curriculum areas that all students need to be proficient in by the end of the course and to pass the course. We provide online credit recovery opportunities available both during the school year as well as during the summer.

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

Credit recovery before and after school in our media center computer lab with staff monitor to assist with online courses. 9-12

After school math support for Algebra, Geometry, and Algebra II. 9-12

Tutoring programs before and after school for students through our National Honor Society students. 9-12

Student clubs and organizations. 9-12

Extra curricular activities including sports, student leadership clubs and organizations, and student led clubs. 9-12

NUMATS (students can take exam and qualify to take classes through Northwestern University)

ATYP

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

Educational Management Team (counselors, student interventions, administration, and special education teacher consultant) identify students using Early Warning Indicator Data. Parents are sent weekly emails to communicate any student that begin to fail a course. Parents are offered ELO opportunities for academic support in math as well as credit recovery options both during the day as well as in a 7th hour course after school and during the summer. Graduation progress contracts are also created after analyzing student status data to map success plan for graduation. Students struggling academically are encouraged to attend after school tutoring.

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?

Guaranteed and viable curriculum documents and pacing guides exist for all core content areas. Curriculum documents are being posted to the new district website. PLCs meet 6-12 to ensure alignment both horizontally and vertically. The Assistant Superintendent for Curriculum and Instruction and her office staff also review this information for assurance.

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.

School Improvement Plan

Cedar Springs High School

MIPHY results are analyzed and data is reviewed with building lead team as well as with health teachers. This data has also been used in the development of a grant which resulted in our school system have a Health Center PK-12 located on campus and in partnership with Cherry Street Clinic. We provide this questionnaire to our 7th, 9th, and 11th grade students every other year.

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

Of all of our areas of assessment with the MME and M-Step, reading continues to be the area of greatest strength. For the past three years our reading proficiency has ranged between 58 and 67 percent . Our strongest strands are: Independent reading and strategy development.

19b. Reading- Challenges

Our strand areas of challenge are: Close Literature Reading and Meaning Beyond Literal Intent. Our English teachers have been working to expand our classroom libraries to have a diverse genre of novels for choice reading.

19c. Reading- Trends

Even though our student achievement data dipped in 2012-13, we have shown steady improvement. We look forward to continued improvement on state assessments now that we are being tested with the SAT and M-Step.

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 SY 2016-2017

tiered instruction if appropriate.

We are working to close the performance gap by subgroups by analyzing data, instructional coaching, and through professional learning community dialogue and strategies. Students are being provided choice reading novels and time in class for reading. Classroom libraries are being established as well.

20a. Writing- Strengths

Writing assessment scores are our second highest scores on the state assessment with scores ranging between 56 and 64 percent proficient for the past three years. Students can write argumentatively, persuasively, and in narrative forms. The strands of strength are: Purpose and Audience, as well as the Writing Process.

20b. Writing- Challenges

Our students writing challenges show up in the strand areas of Effective Use of Language and Inquiry and Research.

20c. Writing- Trends

Again our overall student achievement proficiency in this area tend to trend fairly consistently. We are noticing some issues in the performance differences between our higher achieving students and our lower achieving (bottom 30) students.

20d. Writing- Summary

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

We are working to close the performance gap by subgroups by analyzing data, instructional coaching, and through professional learning community dialogue and strategies. Our teachers are using writing strategies of Kelly Gallagher with our students to improve writing

proficiency.

21a. Math- Strengths

The area of mathematics is our area of greatest area of need in all of the core areas tested. In the past three years our student proficiency percentages have ranged between 24 and 31 percent. Our strongest strands are: Probability models and operations, Uni-variate Data: Distributions, Transformation of Figures, and Probability Models, Operations.

21b. Math- Challenges

Our students continue to struggle with the math Michigan components of the MME which is has a lot of Algebra II concepts being tested. As far as specific content areas from state assessment data, our GAN is Bi-variate Data: Relationships, Calculations Algorithms, Families of Functions, Figures and Properties, and Functions.

21c. Math- Trends

Flat to minimal improvement for math scores on state assessments. The discrepancy in growth between our high achieving students and our low achieving students is concerning and needs improvement. Students struggle with Algebra II and need high levels of intervention along with remediation.

21d. Math- Summary

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

We are working to close the performance gap by subgroups by analyzing data, instructional coaching, and through professional learning community dialogue and strategies. We have purchased a whole new math series and textbooks for grades 6-12 for this coming school year. All of our math teachers in those grade levels will also receive specific professional development from the math series publisher.

Math teachers will also participate in PRIME, a math professional development and dialogue program for math teachers in Kent and Ottawa counties.

22a. Science- Strengths

Student achievement scores are remaining steady. Our student proficiency percentages for the past three years range between 28 and 29 percent. Strands of strength include Earth Systems, Energy Transfer and Conservation, Evolution and Biodiversity, Forces and Motion, and Organization of Living Systems.

22b. Science- Challenges

The State of Michigan has not adopted official science standards that align to the common core standards. We continue to address all the capital standards from the official standards for science from MDE and have began transitioning to the Next Generation Science Standards. Our challenge strands from our student data are: Energy Part B, Genetics, The Fluid Earth, The Solid Earth, and Inquiry and Reflection.

22c. Science- Trends

We continue to work with students being able to think scientifically and apply analytical and synthesis standards to experimental data and process. Students in grades 6-12 are working to address grade level designated steps of the scientific method and thinking skills to build their inquiry and reflection skills. We want students to think, speak, and write like scientists. Our student achievement data is improving, ever so slightly.

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.

We are working to close the performance gap by subgroups by analyzing data, instructional coaching, and through professional learning community dialogue and strategies. All our science teachers will be working with scientists from VanAndel Education Institute as well as other science teachers from Kent county in addressing the needs of our students in the area of science. We are also aware of our performance gap in science between our high achieving students and our low achieving students and working to address/correct this under performance.

23a. Social Studies- Strengths

Students persevere through challenging informational text with student achievement scores remaining solid with our total students achieving proficiency scores ranging between 41 and 47 percent over the past three years. The strands of greatest strength are: Inquiry and Geographic Perspective.

23b. Social Studies- Challenges

Use of academic vocabulary when responding to essay or open ended questions. Student applying the content they have learned to cognitively challenging social studies questions through writing or speaking in ways that a social scientist would, are areas of growth for our students. The strands where improvement is needed are: Economic Perspective and Historical Perspective.

23c. Social Studies- Trends

Student achievement levels of proficiency are remaining relatively constant. We are noticing a concern in the performance of our bottom 30 percent of students and students with disabilities.

23d. Social Studies- Summary

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

We are working to close the performance gap by subgroups by analyzing data, instructional coaching, and through professional learning community dialogue and strategies. Teachers will follow the recommendations from Michael Schmoker's work in his book, FOCUS. Teachers are articulating ten key concepts for each course that students must learn to mastery using academic vocabulary to respond to rigorous end of unit summative assessments. Teachers will use formative assessment strategies, as well as re-teach concepts students have not mastered a 7 or higher on using a comprehension rubric.

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?

From our Kent County Student Perceptions data, 84 percent of our students see themselves as being highly engaged students who are appropriately challenged by the curriculum and coursework offered by our high school. They feel that teachers are there to help them when they have difficulty in a course or at school. Many students participate in extracurricular sports/clubs/ and organizations offered by the school and they enjoy attending them with their friends. Our Advance Placement and dual enrollment numbers are steadily increasing. The performance of our student on the Advance Placement assessments are increasing and meeting or beating state and national levels. Students are graduating on time (within 4 years).

24b. Student Perception Data

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

As most typical high school students, from our perception survey some of our students feel our courses are too challenging. They sometimes feel bored doing school work. Students find our mathematics classes to be the most difficult for them and that they receive the lowest grades in this content. Students would also like to see more flexible scheduling of courses so they can take classes at different times throughout the school day; as well as, before or after school.

24c. Student Perception Data

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

Our district has focused our district and building goals, professional development, and instructional time around literacy for several years. We are just beginning to address mathematics and science areas in the same ways to grow both our students and our faculty. We have switched back to semester scheduling and also increased our online learning/digital options for students through both APEX and MVHS course offerings which is allowing greater flexibility for students. We have meet with past graduates to learn more about their needs and address those with our currents student body. We have already been working with our student leaders to understand more deeply how to address the areas of greatest need.

25a. Parent/Guardian Perception Data

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

Academic course offerings, student opportunities in athletics, student clubs/organizations, and the fine arts programs. Parents are also impressed with how the school is addressing individual student academic needs from tutoring to special education needs to gifted and talented programming.

25b. Parent/Guardian Perception Data

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

Parent voice in district and building decisions can commonly be expressed as an area of improvement. Often when asked for clarity on this, the parents do not understand or agree with state mandated requirements. Post secondary planning has also been an area of low satisfaction, especially with the processes and financial planning for college. Helping students find a specific career or major that matches to his/her interest level is of parent interest too. Helping students transition into college/trade school, the workforce, or military is an area parents would like to see some growth.

25c. Parent/Guardian Perception Data

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

With parent and student input, we are developing a plan to address the post secondary concerns. Our counseling staff will be providing more information to students and parents on career's and majors in colleges and helping them plan their coursework in school accordingly. We are part of the college admissions/application project and are planning activities that support students post secondary interests. A FASFA night is planned at our school for parents and students. This is our second year in an early college program with GRCC. We will focus our work with students throughout the year based on strategies for career and college readiness by David Conley.

26a. Teacher/Staff Perception Data

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

Time to work in Professional Learning Communities and the professional development in curriculum, instruction, and assessment data dialogue. Staff appreciate the collaboration they have with their colleagues and the work place culture and collegiality. Systems of professional growth and collaboration are woven into our culture.

26b. Teacher/Staff Perception Data

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

Lack of parental involvement in student focus on achievement, discipline, and attendance for the neediest students. Increasing class size and lagging financial resources due to insufficient school funding from the State of Michigan. Policy decisions from the state legislature that are not in line with research, school improvement, and student achievement. The abandonment of advanced courses within departments due to

year to year, lower than usual enrollment for these courses. And finally, the discrepancy between the amount of instructional time of high school courses being taught at the middle school compared to the high school instructional time.

26c. Teacher/Staff Perception Data

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

Through the development of a new school website and teacher pages, we hope parents will find it easier to communicate with faculty about their student's progress and how they can support their child's learning. When students are absent due to illness or need to miss school, parents or students can turn to the teacher pages to find out what they missed in class and get the resources they need to come to class prepared the next day.

Continuation of programming and reduction in overall class size will be advocated for with district leadership and the human resources office. Instructional budgets and field trip resources will also be planned for with additional founding sought from the district leadership team.

27a. Stakeholder/Community Perception Data

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

NA--these have already been addressed through the responses of the parents, students, and faculty/staff.

27b. Stakeholder/Community Perception Data

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

NA--these have already been addressed through the responses of the parents, students, and faculty/staff.

27c. Stakeholder/Community Perception Data

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

NA--these have already been addressed through the responses of the parents, students, and faculty/staff.

Summary

28a. Summary

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

Overall, stakeholders see strengths in and feel positive about Cedar Springs High School especially in the effort to address specific needs and opportunities for all students. The challenges of the stakeholders appear to be in a variety of areas with themes dependent upon the specific group (ie students, parents, faculty, administration). The real challenge is getting everyone on the same page in identifying and addressing the concerns in a individualized educational environment.

28b. Summary

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

By addressing the challenges identified, we will be able to decrease achievement gaps and increase the performance of our bottom thirty students. It should also support the needs of our sub groups that may be under performing as well. The work of the Professional Learning Communities, instructional coaches, interventionist, counselors, and social worker will be very important in addressing these challenges. Our plans this year with career and college readiness will also address the parent and student perception data.

28c. Summary

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

We will continue to set goals, develop research based strategies, provide professional development, and work to close the achievement gap of the the bottom 30 and subgroups. Growing teacher through best practices and pedagogy will prove to improve our students achievement. The specifics of our plans are explained in detail in our School Improvement Plan. Our Professional Learning Communities work to address the greatest areas of need and school improvement in their goals and strategies.

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	In reading, students in grades 1-3 are measured by the Fountas and Pinnell reading scale. The Scholastic Reading Inventory (SRI) is used to measure reading levels in grades 4-5. All students in grades 1-5 take unit assessments as well as a beginning of the year, middle of the year, and end of the year in the Everyday Math program. State Assessments start in 3rd grade.	

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.	Yes	Began at the middle school. Please contact Sue Spahr with questions. We use an online tool, Career Cruising, and the high school counselors import incoming freshmen's EDP's into the high school Career Cruising system.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	The counseling staff works with each high school student to review or update their EDP's in 9th through 11th grade.	

School Improvement Plan

Cedar Springs High School

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	Located on our district website http://www.csredhawks.org This statement is also included in all student handbooks and major district publications.	

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	Carrie Duddles 204 East Muskegon Street Cedar Springs, MI 49319 616-696-1204 X1006	

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	http://www.csredhawks.org --see board policy 7175.	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No	We are a not a Title 1 School. Parent alliances with: Athletic Boosters Band Boosters Agriscience/FFA Alumni Association	

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No		

2016 School Improvement Plan

Overview

Plan Name

2016 School Improvement Plan

Plan Description

School Improvement Plan for Cedar Springs High School

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: 3 Strategies: 2 Activities: 4	Academic	\$328870
2	All students will be proficient in mathematics	Objectives: 3 Strategies: 3 Activities: 6	Academic	\$425630
3	All students will be proficient in science	Objectives: 3 Strategies: 2 Activities: 5	Academic	\$258930
4	All students will be proficient in social studies	Objectives: 3 Strategies: 2 Activities: 4	Academic	\$230560

Goal 1: All students will be proficient in reading

Measurable Objective 1:

73% of Ninth, Tenth, Eleventh and Twelfth 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 06/30/2016 as measured by M-Step, PSAT, and SAT.

Strategy 1:

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

Increase Reading Proficiency- Increase the number/percentage of students scoring "proficient/advanced" as determined by local assessments, MEAP, and MME. The district will support teachers to ensure curriculum, assessments, and instruction are aligned horizontally and vertically (1) through a focus on Professional Learning Communities, (2) a focus on instruction and data, (3) curriculum implementation and monitoring, and (4) targeted interventions.

Category:

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

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

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

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

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<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 re-mediate? -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	09/01/2015	06/09/2016	\$6070	General Fund	Building administration, Professional Learning Communities Leaders, all certified staff

School Improvement Plan

Cedar Springs High School

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	Monitor	09/01/2015	06/09/2016	\$12800	General Fund, Title I 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
<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	09/01/2015	06/09/2016	\$0	General Fund	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration

Measurable Objective 2:

School Improvement Plan

Cedar Springs High School

70% of Economically Disadvantaged students will demonstrate a proficiency at a level equal to or higher than the state expectation, in English Language Arts by 06/30/2016 as measured by M-Step, PSAT, or SAT.

(shared) Strategy 1:

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

Category:

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

*Better Learning through Structured Teaching. Virginia: ASCD Marzano, Pickering & Pollock, D.E. (2004). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009).

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

Tier: Tier 2

Activity - Academic Support Program-31A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities. 31A Interventions: -1.7 Core Content Interventionist Coaches -Homeless Population Interventionists -ESL (English as Second Language) Interventionist -During School Student Support	Academic Support Program	Tier 2	Evaluate	09/01/2015	06/09/2016	\$310000	Section 31a	All PreK-12 Staff, Teaching Staff, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration

Measurable Objective 3:

50% of Students with Disabilities students will demonstrate a proficiency ,at a level equal to or higher than the state expectation, in English Language Arts by 06/30/2016 as measured by M-Step, PSAT, or SAT.

(shared) Strategy 1:

Targeted Interventions - Targeted interventions- Increase proficiency- Increase the number of students scoring "proficient/advanced" as determined by local assessments, MEAP, MEAP-Access, MI-Access, Work-Keys, MME, and M-Step. All students will be assessed using both local and state assessments. All students

School Improvement Plan

Cedar Springs High School

below grade level expectation and/or not meeting set criteria within a grade level will receive intervention.

Category:

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

*Better Learning through Structured Teaching. Virginia: ASCD Marzano, Pickering & Pollock, D.E. (2004). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009).

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

Tier: Tier 2

Activity - Academic Support Program-31A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities. 31A Interventions: -1.7 Core Content Interventionist Coaches -Homeless Population Interventionists -ESL (English as Second Language) Interventionist -During School Student Support	Academic Support Program	Tier 2	Evaluate	09/01/2015	06/09/2016	\$310000	Section 31a	All PreK-12 Staff, Teaching Staff, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration

Goal 2: All students will be proficient in mathematics

Measurable Objective 1:

54% of Ninth, Tenth, Eleventh and Twelfth 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 06/30/2016 as measured by M-step, PSAT, and SAT.

Strategy 1:

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

School Improvement Plan

Cedar Springs High School

Increase Mathematics Proficiency- Increase the number/percentage of students scoring "proficient/advanced" as determined by local assessments, M-Step, PSAT, and SAT. The district will support teachers to ensure curriculum, assessments, and instruction are aligned horizontally and vertically (1) through a focus on Professional Learning Communities, (2) a focus on instruction and data, (3) curriculum implementation and monitoring, and (4) targeted interventions.

Category:

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

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

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

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

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>PLC Focus: PLC's will monitor the analysis of data and implementation of the grade levels curriculum, assessment, and instructional strategies.</p> <p>This will be done by:</p> <ul style="list-style-type: none"> -PLC's participating in 30 hours of grade level PLC and/or content PLC -PLC's focusing on the following questions: What do we want our student to know/do? How will we know they have learned it? What will we do to extend? What will we do to remediate? -PLC's focusing on the analysis of student work (formative and summative assessments) to support explicit teaching and learning. Teams will examine data and use framed questions responses of "Here's what...", So what/why...", Now what?" 	Professional Learning	Tier 1	Monitor	09/01/2015	06/09/2016	\$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

School Improvement Plan

Cedar Springs High School

<p>Instructional Focus: Teachers, building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop Practices.</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 Mathematical Practices "PRIME training"- Grades 6-12 -Training and support form Grand VALley State University; coaching and consulting with university professors</p>	Professional Learning	Tier 1	Monitor	09/01/2015	06/09/2016	\$84560	Title I Part A, 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 - Guaranteed and Viable Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Curriculum Focus: Teachers, building administration, and district administration will work together to ensure Common Core standards and district units of instruction are implemented, reflected upon, and monitored.</p> <p>This will be implemented and monitored through: -Professional Learning Communities (PLC's) -District Curriculum Rounds</p>	Monitor		Monitor	09/01/2015	06/09/2016	\$0	General Fund	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration

Activity - PRIME Conference Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Cedar Springs High School

All Math teachers will attend training on assessments and reporting through their work with the PRIME group.	Professional Learning	Tier 1	Monitor	09/01/2015	06/09/2016	\$0	No Funding Required	Math teachers, instructional coaches, and administration
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Strategy 2:

Adoption of New Math Textbook Series - After a thorough review of the curriculum and publisher of mathematics textbook supplies, all 7-12 grade textbooks have been replaced with new Houghton Mifflin/Pearson textbooks, online resources, and ancillary materials.

Category:

Research Cited: Math common core curriculum. Textbook suppliers resources. Student achievement data. Textbook review protocols.

Tier: Tier 1

Activity - Professional Development by Houghton Mifflin/Pearson	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing professional development by Houghton Mifflin/Pearson will train teachers on how to instruct and implement mathematical practices for secondary teachers.	Professional Learning	Tier 1	Implement	08/03/2015	06/09/2016	\$15000	Title II Part A	Math Teachers, instructional coaches, and administration

Measurable Objective 2:

30% of Economically Disadvantaged students will demonstrate a proficiency ,at a level equal to or higher than the state expectation, in Mathematics by 06/30/2016 as measured by M-Step, PSAT, and SAT.

(shared) Strategy 1:

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

Category:

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

*Better Learning through Structured Teaching. Virginia: ASCD Marzano, Pickering & Pollock, D.E. (2004). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009).

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

School Improvement Plan

Cedar Springs High School

Tier: Tier 2

Activity - Academic Support Program-31A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities.</p> <p>31A Interventions: -1.7 Core Content Interventionist Coaches -Homeless Population Interventionists -ESL (English as Second Language) Interventionist -Home/School Community Schools</p>	Academic Support Program	Tier 2	Evaluate	09/01/2015	06/09/2016	\$320000	Section 31a	All PreK-12 Staff, Teaching Staff, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration

Measurable Objective 3:

25% of Students with Disabilities students will demonstrate a proficiency ,at a level equal to or higher than the state expectation, in Mathematics by 06/30/2016 as measured by M-Step, PSAT, and SAT.

(shared) Strategy 1:

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

Category:

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

*Better Learning through Structured Teaching. Virginia: ASCD Marzano, Pickering & Pollock, D.E. (2004). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009).

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

Tier: Tier 2

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

Cedar Springs High 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: -1.7 Core Content Interventionist Coaches -Homeless Population Interventionists -ESL (English as Second Language) Interventionist -Home/School Community Schools	Academic Support Program	Tier 2	Evaluate	09/01/2015	06/09/2016	\$320000	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 science

Measurable Objective 1:

51% of Ninth, Tenth, Eleventh and Twelfth 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 06/30/2015 as measured by M-Step, PSAT, or SAT.

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, MEAP, and MME. The district will support teachers to ensure curriculums, assessments, and instruction are aligned horizontally and vertically (1) through a focus on Professional Learning Communities, (2) a focus on instruction and data, (3) curriculum implementation and monitoring, and (4) targeted interventions.

Category:

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

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

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

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

Tier: Tier 1

School Improvement Plan

Cedar Springs High 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	09/01/2015	06/09/2016	\$6070	General Fund	Building administration, Professional Learning Communities Leaders, all certified staff
Activity - Instructional Focus	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Instructional Focus: Teachers, building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop Practices.</p> <p>This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs</p> <p>Professional Development will include: -Adaptive Schools; Training focused on classroom strategies and technique to promote student collaboration and learning -Training focused on Conferring and asking questions: Cognitive Coaching; Training focused on conferring with students -Training focused on a problem of practice: Lab Classrooms-teaching staff with Building Coaches -Training focused on district-wide School Improvement -Training focused on Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation -Training with STEM Project and Next Generation Science Standards with VanAndel Research Institute- Grades 6-12</p>	Professional Learning	Tier 1	Implement	09/01/2015	06/09/2016	\$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 Springs High 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 2	Monitor	09/01/2015	06/09/2016	\$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 - STEM Conference Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
All science teachers will receive training at the STEM conference provided by the VanAndel Research Institute. They will learn the latest in science instruction, best practices, research, and careers.	Professiona l Learning	Tier 1	Implement	09/01/2015	06/09/2016	\$0	No Funding Required	Science teachers, instructiona l coaches, and administrati on.

Measurable Objective 2:

40% of Eleventh grade Students with Disabilities students will demonstrate a proficiency ,at a level equal to or higher than the district expectation, in Science by 06/30/2016 as measured by MME.

(shared) Strategy 1:

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

Category:

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

*Better Learning through Structured Teaching. Virginia: ASCD Marzano, Pickering & Pollock, D.E. (2004). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009).

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

School Improvement Plan

Cedar Springs High School

Tier: Tier 2

Activity - Academic Support Program-31A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities.</p> <p>31A Interventions: -Homeless Population Interventionists -ESL (English as Second Language) Interventionist -Parents as Teachers servicing both pregnant teens and parents of small children in the community -1.7 Core Content Interventionist Coach</p>	Academic Support Program	Tier 2	Monitor	09/01/2015	06/09/2016	\$192300	Section 31a	All PreK-12 Staff, Teaching Staff, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration

Measurable Objective 3:

45% of Economically Disadvantaged students will demonstrate a proficiency in science, at a level equal to or higher than the state expectation, in Science by 06/30/2016 as measured by M-Step, PSAT, or SAT.

(shared) Strategy 1:

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

Category:

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

*Better Learning through Structured Teaching. Virginia: ASCD Marzano, Pickering & Pollock, D.E. (2004). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009).

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

Tier: Tier 2

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

Cedar Springs High 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 -1.7 Core Content Interventionist Coach</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>09/01/2015</p>	<p>06/09/2016</p>	<p>\$192300</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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Goal 4: All students will be proficient in social studies

Measurable Objective 1:

61% of Ninth, Tenth, Eleventh and Twelfth 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 Social Studies by 06/30/2016 as measured by M-Step, PSAT, or SAT.

Strategy 1:

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

Increase Social Studies Proficiency- Increase the number/percentage of students scoring "proficient/advanced" as determined by local assessments, MEAP, and MME. The district will support teachers to ensure curriculums, assessments, and instruction are aligned horizontally and vertically (1) through a focus on Professional Learning Communities, (2) a focus on instruction and data, (3) curriculum implementation and monitoring, and (4) targeted interventions.

Category:

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

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

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

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

Tier: Tier 1

School Improvement Plan

Cedar Springs High 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	09/01/2015	06/09/2016	\$0	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	Monitor	09/01/2015	06/09/2016	\$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 Springs High 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	09/01/2015	06/09/2016	\$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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Measurable Objective 2:

20% of Ninth and Eleventh grade Students with Disabilities students will demonstrate a proficiency ,equal to our higher than state expectation, in Social Studies by 06/30/2016 as measured by M-Step, PSAT, or SAT.

(shared) Strategy 1:

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

Category:

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

*Better Learning through Structured Teaching. Virginia: ASCD Marzano, Pickering & Pollock, D.E. (2004). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009).

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

Tier: Tier 2

Activity - Targeted Interventions: 31A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Cedar Springs High 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 -Home/School Community Schools -Extended Learning Opportunities; After School Student Support</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Evaluate</p>	<p>09/01/2015</p>	<p>06/09/2016</p>	<p>\$170000</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 3:

50% of Economically Disadvantaged students will demonstrate a proficiency in social studies, at a level equal to or higher than the state expectation, in Social Studies by 06/30/2016 as measured by M-Step, PSAT, or SAT.

(shared) Strategy 1:

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

Category:

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

*Better Learning through Structured Teaching. Virginia: ASCD Marzano, Pickering & Pollock, D.E. (2004). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009).

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

Tier: Tier 2

Activity - Targeted Interventions: 31A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Cedar Springs High 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 -Home/School Community Schools -Extended Learning Opportunities; After School Student Support</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Evaluate</p>	<p>09/01/2015</p>	<p>06/09/2016</p>	<p>\$170000</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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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
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:</p> <ul style="list-style-type: none"> -PLC's participating in 30 hours of grade level PLC and/or content PLC -PLC's focusing on the following questions: What do we want our student to know/do? How will we know they have learned it? What will we do to extend? What will we do to remediate? -PLC's focusing on the analysis of student work (formative and summative assessments) to support explicit teaching and learning. Teams will examine data and use framed questions responses of "Here's what...", So what/why...", Now what?" 	Professional Learning	Tier 1	Monitor	09/01/2015	06/09/2016	\$0	Building administration, Professional Learning Communities Leaders, all certified staff

School Improvement Plan

Cedar Springs High School

<p>Instructional Focus</p>	<p>Instructional Focus: Teachers, building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop Practices.</p> <p>This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs</p> <p>Professional Development will include: -Adaptive Schools; Training focused on classroom strategies and technique to promote student collaboration and learning -Training focused on Conferring and asking questions: Cognitive Coaching; Training focused on conferring with students -Training focused on a problem of practice: Lab Classrooms-teaching staff with Building Coaches -Training focused on district-wide School Improvement -Training focused on Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/01/2015</p>	<p>06/09/2016</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 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>09/01/2015</p>	<p>06/09/2016</p>	<p>\$6070</p>	<p>Building administration, Professional Learning Communities Leaders, all certified staff</p>

School Improvement Plan

Cedar Springs High School

<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>09/01/2015</p>	<p>06/09/2016</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>09/01/2015</p>	<p>06/09/2016</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 2</p>	<p>Monitor</p>	<p>09/01/2015</p>	<p>06/09/2016</p>	<p>\$0</p>	<p>All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration</p>

School Improvement Plan

Cedar Springs High School

<p>Guaranteed and Viable Curriculum</p>	<p>Curriculum Focus: Teachers, building administration, and district administration will work together to ensure Common Core standards and district units of instruction are implemented, reflected upon, and monitored.</p> <p>This will be implemented and monitored through: -Professional Learning Communities (PLC's) -District Curriculum Rounds</p>	<p>Implementation</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/01/2015</p>	<p>06/09/2016</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 -Training with STEM Project and Next Generation Science Standards with VanAndel Research Institute- Grades 6-12</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/01/2015</p>	<p>06/09/2016</p>	<p>\$10260</p>	<p>All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration</p>

School Improvement Plan

Cedar Springs High School

<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 re-mediate? -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>09/01/2015</p>	<p>06/09/2016</p>	<p>\$6070</p>	<p>Building administration, Professional Learning Communities Leaders, all certified staff</p>
<p>Instructional Focus</p>	<p>Instructional Focus: Teachers, building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop Practices.</p> <p>This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs</p> <p>Professional Development will include: -Adaptive Schools; Training focused on classroom strategies and technique to promote student collaboration and learning -Training focused on Conferring and asking questions: Cognitive Coaching; Training focused on conferring with students -Training focused on a problem of practice: Lab Classrooms-teaching staff with Building Coaches -Training focused on district-wide School Improvement -Training focused on Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/01/2015</p>	<p>06/09/2016</p>	<p>\$10260</p>	<p>All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration</p>

School Improvement Plan

Cedar Springs High School

Instructional Focus	<p>Instructional Focus: Teachers, building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop Practices.</p> <p>This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs</p> <p>Professional Development will include: -Adaptive Schools; Training focused on classroom strategies and technique to promote student collaboration and learning -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 Mathematical Practices "PRIME training"- Grades 6-12 -Training and support form Grand VALley State University; coaching and consulting with university professors</p>	Professional Learning	Tier 1	Monitor	09/01/2015	06/09/2016	\$10260	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
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>	Monitor		Monitor	09/01/2015	06/09/2016	\$0	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Improvement Plan

Cedar Springs High School

Professional Development by Houghton Mifflin/Pearson	Teachers will receive ongoing professional development by Houghton Mifflin/Pearson will train teachers on how to instruct and implement mathematical practices for secondary teachers.	Professional Learning	Tier 1	Implement	08/03/2015	06/09/2016	\$15000	Math Teachers, instructional coaches, and administration
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</p>	Professional Learning	Tier 1	Monitor	09/01/2015	06/09/2016	\$50300	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration

School Improvement Plan

Cedar Springs High School

Instructional Focus	<p>Instructional Focus: Teachers, building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop Practices.</p> <p>This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs</p> <p>Professional Development will include: -Adaptive Schools; Training focused on classroom strategies and technique to promote student collaboration and learning -Training focused on Conferring and asking questions: Cognitive Coaching; Training focused on conferring with students -Training focused on a problem of practice: Lab Classrooms-teaching staff with Building Coaches -Training focused on district-wide School Improvement -Training focused on Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation -Training with STEM Project and Next Generation Science Standards with VanAndel Research Institute- Grades 6-12</p>	Professional Learning	Tier 1	Implement	09/01/2015	06/09/2016	\$50300	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
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School Improvement Plan

Cedar Springs High School

<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 -1.7 Core Content Interventionist Coach</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>09/01/2015</p>	<p>06/09/2016</p>	<p>\$192300</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: -1.7 Core Content Interventionist Coaches -Homeless Population Interventionists -ESL (English as Second Language) Interventionist -Home/School Community Schools</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Evaluate</p>	<p>09/01/2015</p>	<p>06/09/2016</p>	<p>\$320000</p>	<p>All PreK-12 Staff, Teaching Staff, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration</p>
<p>Targeted Interventions: 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 -Home/School Community Schools -Extended Learning Opportunities; After School Student Support</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Evaluate</p>	<p>09/01/2015</p>	<p>06/09/2016</p>	<p>\$170000</p>	<p>All PreK-12 Staff, Teaching Staff, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration</p>

School Improvement Plan

Cedar Springs High School

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: -1.7 Core Content Interventionist Coaches -Homeless Population Interventionists -ESL (English as Second Language) Interventionist -During School Student Support</p>	Academic Support Program	Tier 2	Evaluate	09/01/2015	06/09/2016	\$310000	All PreK-12 Staff, Teaching Staff, 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
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 Mathematical Practices "PRIME training"- Grades 6-12 -Training and support form Grand VALley State University; coaching and consulting with university professors</p>	Professional Learning	Tier 1	Monitor	09/01/2015	06/09/2016	\$74300	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration

School Improvement Plan

Cedar Springs High School

Instructional Focus	<p>Instructional Focus: Teachers, building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop Practices.</p> <p>This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs</p> <p>Professional Development will include: -Adaptive Schools; Training focused on classroom strategies and technique to promote student collaboration and learning -Training focused on Conferring and asking questions: Cognitive Coaching; Training focused on conferring with students -Training focused on a problem of practice: Lab Classrooms-teaching staff with Building Coaches -Training focused on district-wide School Improvement -Training focused on Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation</p>	Professional Learning	Tier 1	Monitor	09/01/2015	06/09/2016	\$11300	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PRIME Conference Training	All Math teachers will attend training on assessments and reporting through their work with the PRIME group.	Professional Learning	Tier 1	Monitor	09/01/2015	06/09/2016	\$0	Math teachers, instructional coaches, and administration
STEM Conference Training	All science teachers will receive training at the STEM conference provided by the VanAndel Research Institute. They will learn the latest in science instruction, best practices, research, and careers.	Professional Learning	Tier 1	Implement	09/01/2015	06/09/2016	\$0	Science teachers, instructional coaches, and administration.