



# CEDAR SPRINGS PUBLIC SCHOOLS

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Scott B. Smith, Superintendent

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## **Cedar Springs Middle School 2020-2021 Annual Education Report (AER)**

February 03, 2021

Dear Parents, Guardians, and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-2020 educational progress for the Cedar Springs Middle School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Brian Balding, Principal, for assistance.

The AER is available for you to review electronically by visiting the following link to the Cedar Springs' [Middle School's Combined Report](#).

For the 2019-2020 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was not given one of these labels.

2019-2020 has been a unique year with the COVID-19 pandemic putting a damper on many typical school year initiatives. Starting March 13, 2020, all Michigan schools were closed due to an executive order. Due to this, no M-STEP tests were given.

State law requires that we also report additional information.

### **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

Residents are assigned to school buildings by grade level.

Residents of Kent County are able to attend Cedar Springs Public Schools through Schools of Choice. Residents outside of Kent County are able to attend Cedar Springs Public Schools under 105c Schools of Choice.

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### **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN**

The target area for our plan is for students to meet or exceed grade level scores on local assessments like iReady, M-Step/PSAT 8. The Continuous Improvement Team monitors progress to maintain alignment with the District's goals and vision. Assessment data and results from a variety of testing measures in math, writing, and reading for grades K-12 are analyzed to determine students' needs. The plan, strategies, and activities are reviewed annually as needed to ensure students' achievement.

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## A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Cedar Springs Public Schools is committed to provide quality educational programs and services at the local district level to ensure all students with disabilities are educated in their own community. We are committed to ensuring all students reach their maximum potential in the most appropriate, least restrictive environment.

Cedar Springs Public Schools is proud to offer outstanding regional programs.

- **Region 1 Transition Services (R1TS) Programs** help provide the necessary support and training for students who are not quite ready to meet the demands of adult life. R1TS concentrates the four domains of Transition: Employment, Post-Secondary Education, Community Involvement, and Home Living. R1TS provides a bridge between our local high school programs and adult activities.
- **MICI (Mild Cognitive Impairment Classroom) Program:** Our regional MICI Program services students with mild cognitive impairments in grades 2-12. Mild Cognitive Impairment Program Uses a life skills application to the general education curriculum and has focus on Community Based Instruction. The students receive a Certificate of Completion.
- **ASD (Autism Spectrum Disorder) Program:** Our Regional ASD Program services students with Autism in grades K-5 who require intensive, specially designed instruction and support in order to access the curriculum. Students served in the program have needs in multiple areas such as communication, social behavior, and academic.

Most students receive their instruction within the Cedar Springs Public Schools system. In order to meet the needs of all students, we do have some programs outside of our district including Campus Early Childhood, KEC Oakleigh, KEC Beltline, Lincoln School, Lincoln Development Center, Kent Vocational Options, and the Deaf & Hard of Hearing Program.

Cedar Springs Public Schools also provides academic support to students seeking English Language Proficiency.

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### Core Curriculum

A copy of the core curriculum may be obtained from the curriculum office at Cedar Springs Public Schools Administration Office. The core curriculum is fully implemented in grades K-12. There are no variances from the state's model.

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### The aggregate student achievement results for any local competency tests or nationally normed achievement tests

Given that no PSAT or M-STEP tests were administered in the Spring of 2020, we will represent the previous three years in this section:

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## **Identify the number and percent of students represented by parents at parent-teacher conferences**

Parent-teacher conferences is only one method of representing parent engagement. When considering all methods of modern communication between parents and educators, we find that nearly all parents are able to communicate regularly with teachers through email, PowerSchool, and phone calls.

Year	Number Attended	Percent Attended
2017-2018	221	41%
2018-2019	253	44%
2019-2020	117	22%

Cedar Springs Public Schools is proud of our commitment to helping students thrive. Our district goals focus on the implementation of Multi-Tiered Systems of Support (MTSS) in behavior for all of our students, and we will be working to implement academic Multi-Tiered Systems of Support (MTSS). Because we have been focusing on these systems, our students and staff will continue to grow.

We are building our teachers' capacity to deliver high quality instruction by differentiating our professional development and engaging in Professional Learning Communities work at least 15 times throughout the school year, where teams of teachers examine data to improve student outcomes. Our commitment to continuous improvement is strong and we are excited to see our student achievement being positively impacted by this work

Sincerely,

Brian Balding,  
Principal