



CEDAR SPRINGS PUBLIC SCHOOL DISTRICT

Cedar View Elementary

280 Red Hawk DR NE, Cedar Springs, MI 49319
cvoffice@csredhawks.org | (616) 696-9102
elementary.csredhawks.org/

2025-2026 Annual Education Report (AER)

February 9, 2026

Dear Parents and Community Members:

We are pleased to present you with the 2025-26 Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Cedar View Elementary. 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 Principal, Sam Becker, for assistance.

The AER is available for you to review electronically by visiting the [Cedar View Elementary Annual Education Report](#), or you may review a copy in the main office.

For the 2025-2026 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2022-2023. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-2022. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% or failed to exit CSI status in 2024-2025 or failed to exit ATS status in 2021. 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.

One of the challenges we face at Cedar View is the increasing disparity of our math and reading achievement. To address the large gaps in our students' learning, we are taking a twofold approach. First, we will utilize the targeted intervention tools for 4-5 kids from each class based on data. These intervention tools include 95% for literacy and the Bridges Intervention Toolkit for math. We continue to refine and utilize data to guide who is receiving this targeted intervention. Second, we are using whole-class data to identify opportunities to differentiate for the entire class. As we push our students that have significant gaps, we are also working to challenge and enhance those students that are proficient. Teaching teams are working together to find opportunities to challenge and continue to push those students. It is crucial to make sure every student gets what they need to succeed.

State law requires that we also report additional information.

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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.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Cedar View Elementary is accredited by the Michigan Department of Education. The target area for our continuous improvement plan is for students to meet or exceed assessment scores on local assessments, iReady, and M-Step. The Continuous Improvement Team - MTSS team monitors progress to maintain PK-12 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, and regular progress monitoring for literacy and math drive our intervention system. Our intense focus at the PK-5 grade span is literacy and improving literacy outcomes for all students. Our intense focus areas at the middle level are improved math outcomes, improved literacy outcomes, and a positive culture where every student is known. To this end, we are analyzing classroom instruction, core curricular resources, and our outcome data to make decisions about how to improve results for students in each of these areas. Our math data shows a positive trend in year 3 of implementing a core curricular resource, but one gap in that area is the upper elementary grades, where students did not have a quality, evidence-based resource for instruction in their foundational math years. Our intervention system is in year 3 of development, with evidence-based resources being used and teachers being trained in them, but we know that intervention alone is not the solution. Focusing our attention on our literacy and math instruction in core curriculum time will allow for the largest impact on student outcomes. We are working to more thoroughly develop our interventions at the middle-level. In addition, our team reviews behavior data and early warning indicators regularly to respond appropriately to student needs. The plan, strategies, and activities are reviewed tri-annually as needed to ensure students' achievement.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Cedar Springs Public Schools is committed to providing 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.

Most students receive their instruction within the Cedar Springs Public Schools system. To meet the needs of all students, we have cooperative agreements for certain special education programs for students with significant disabilities. These include programming for students with emotional impairments, autism spectrum disorder, moderate cognitive impairments, severe cognitive impairments, severely multiply impaired and transitional programming.

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

CORE CURRICULUM

A copy of the core curriculum may be obtained from the curriculum office at Cedar Springs Public Schools District Office. At the elementary level, this includes Amplify CKLA for literacy, Bridges and Number Corner for math, Mystery Science, and Oakland social studies units. The core curriculum is fully implemented in grades K-12. There are no variances from the state's model. In addition to curriculum a concerted effort has been made to ensure certified staff are leading each of our course offerings.

AGGREGATE STUDENT ACHIEVEMENT RESULTS FROM ASSESSMENTS

To view the most current aggregate student achievement report, please use the link provided earlier in this letter.

PERCENTAGE OF STUDENTS REPRESENTED BY PARENTS AT CONFERENCES

Parent-teachers conferences are 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.

Building	Year	Number Attended	Percent Attended
Cedar View	2022-2023	442	97%
Cedar View	2023-2024	392	93%
Cedar View	2024-2025	440	96%

Cedar Springs Public Schools is proud of its commitment to helping students thrive. Our district goals focus on the implementation of Multi-Tiered Systems of Support (MTSS) in culture, climate, behavior and academics. This will lead us to a positive school climate where all students experience success. 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 providing focused professional development and engaging in Professional Learning Communities work and MTSS work at least 42 hours throughout the school year, where we examine data to improve student outcomes. Our commitment to continuous improvement is strong and we are excited to see our student achievement positively impacted by this work. If you'd like to be involved in the work we are doing, please reach out! Thank you for your partnership with us. The View is Better Together!

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Sincerely,

Chris Ilieff, Interim Principal

April Stevens, Interim Principal

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