Cedar Springs Public Schools

COMPREHENSIVE STRATEGIC PLAN

FLIGHT PLAN 3.0

Focused Learners Imagining Greater Heights Together

January 2026



OUR COURSE OF ACTION FOR 2026-2027

A focused, measurable plan to help each learner thrive and exceed their potential.

We Can. We Will. We Are. TOGETHER.

A SHARED STRATEGIC VISION

COMMUNITY VOICE • CLEAR PRIORITIES • CONTINUOUS IMPROVEMENT



A Message to the Cedar Springs Public Schools Community

The FLIGHT Plan 3.0 is the district's 2026/27 roadmap for success. It keeps students at the center of our decision-making while focusing our efforts across three core strands of our work: Academic/Student Services, Engagement and Operations.

The plan is intentionally dynamic. We use quantitative and qualitative data, stakeholder voice and measurable team action plans to monitor progress, celebrate success and adjust our course.

Our destination remains clear:

Equip every learner to thrive.

By The Numbers

2,798	35%	1,424	1,100	274
stakeholder surveys	increase over 2019	student voices	parent voices	staff voices

How We Work the Plan

#1 Listen & learn › #2 Establish annual priorities › #3 Build collaborative team action plans › #4 Measure progress › #5 Report, celebrate & adjust

Data continues to serve as our compass.



OUR COMPASS

VALUES • VISION • MISSION



Values

What we believe in.

We believe in the unique promise of each learner.

Vision

What we aspire to be

We aspire to prepare all learners to exceed their potential.

Mission

Why we exist

We exist to equip every learner to thrive.

Students at The Center

ACADEMIC / STUDENT SERVICES
Learning • achievement • supports

ENGAGEMENT
Connection •belonging • shared ownership

OPERATIONS
Safety • stewardship • effective systems



FLIGHT Plan 3.0 connects our beliefs to annual priorities, team action and measurable results.

2026-2027 STRATEGIC OVERVIEW

THREE AREAS OF FOCUS • STUDENTS AT THE CENTER

ACADEMIC / STUDENT SERVICES

GROWTH OPPORTUNITIES

1. Increase student achievement
2. Differentiate academic experiences
3. Integrate social, emotional, and behavioral support systems
4. Scale curriculum & instructional best practices

MAINTAIN CURRENT SYSTEMS

- Align professional learning
- Guaranteed & viable curriculum
- Assessment/data utilization
- Life-focused opportunities

ENGAGEMENT

GROWTH OPPORTUNITIES

1. Capitalize on meaningful collaborations
2. Celebrate/model/support positive behaviors
3. Promote equitable solutions
4. Increase district leadership visibility*

MAINTAIN CURRENT SYSTEMS

- WE are Red Hawks!

OPERATIONS

GROWTH OPPORTUNITIES

1. Enhance safety & security
2. Strategically allocate resources / ROI
3. Enhance the human experience
4. Streamline operational systems*

MAINTAIN CURRENT SYSTEMS

- Value-added technology
- Maximize system efficiency

* New/Revised for 2026/27

ACADEMIC / STUDENT SERVICES

STRENGTHENING LEARNING AND SUPPORT FOR EVERY LEARNER



2026/27 GROWTH OPPORTUNITIES

A1. Increase student achievement

A2. Differentiate academic experiences for students

A3. Integrate a continuum of supports for social, emotional and behavioral needs

A4. Use curriculum and instructional best practice at scale through districtwide horizontal and vertical alignment

SYSTEMS WE WILL SUSTAIN

- Align professional learning
- Provide a guaranteed and viable curriculum
- Use a comprehensive assessment/data utilization plan
- Enhance life-focused opportunities

HOW WE WILL KNOW WE ARE MAKING PROGRESS

Insert annual district success measures here.

Examples of measure types:

- Student achievement/growth
- Access to differentiated experiences
- Continuum-of-support indicators
- Curriculum/instructional implementation



FLIGHT/MICIP/MTSS Connections

STRENGTHENING LEARNING AND SUPPORT FOR EVERY LEARNER

The Michigan Integrated Continuous Improvement Process (MICIP) is a pathway for districts to improve student outcomes by assessing whole-child needs to develop plans and coordinate funding. Our vision is to merge our continuous improvement process work together with our strategic planning process work, resulting in one, cohesive district-wide effort.



Focus Area #1 -MICIP Strategy: Collective Responsibility/Shared Accountability

Alignment of the following systems:

- Professional Learning Communities Implementation
- K-12 Vertical Alignment teams
- Cohesive continuous improvement system
- Root teaching and learning in Essential Standards

Focus Area #2 -MICIP Strategy: Competency/ High-Quality Instruction

Opportunities to Grow/Enhance PK-12 Instructional Practices:

- Implement Learning Labs
- Instructional Coaching System K-12
- Professional Learning aligned to goals
- Implement EBLI K-2





FLIGHT/MICIP/MTSS Connections

STRENGTHENING LEARNING AND SUPPORT FOR EVERY LEARNER

A multi-tiered system of supports (MTSS) is a proactive and preventative framework that integrates data and instruction to maximize student success from a strengths-based perspective.

MTSS offers a framework for educators to engage in data-based decision-making related to program improvement, high-quality instruction and intervention, and student engagement to ensure positive outcomes for districts, schools, teachers, and students.



Focus Area #3 -MICIP Strategy: MTSS Structures and Systems

Implement and maximize Tier 2 Academic Support:

- HAWK Time (Middle School)
- SOAR Time (High School)
- ELA I/Math I
- WIN time (Elementary Schools)
- Monitor failure rates and I Ready scores for impact

Focus Area #4 -MICIP Strategy: MTSS Structures and Systems

Implement a Tiered System for Building Teacher/Student Relationships

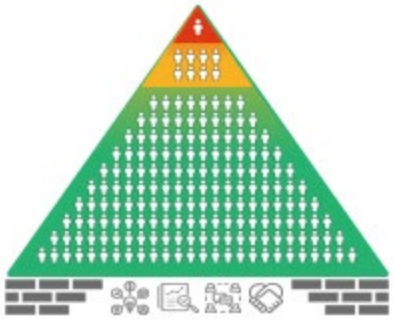
- Every Student Known Initiative (Middle and High Schools)
- Making genuine connections between students and staff across all buildings

MTSS Snapshot

Cedar Springs Public Schools

We design **layers of support** to efficiently provide every student with what they need, when they need it. This relies on a strong foundation of teamwork, data-based decisions, and usable resources.

Updated: 1/15/2026



	Academics	Social Emotional and Behavior Skills
Tier 1	• **Guaranteed and viable Curriculum (Literacy)** • **Guaranteed and viable Curriculum (Math)**: iReady • **Engaging instruction** characterized by rigorous, standards-aligned learning targets and research-based instructional strategies.	• **PBIS** Expectations, Rules, and Procedures • **PBIS strategies**: Preventative Reminders, Effective Commands, Opportunities to Respond (OTRs), Affirmative Attention ("cue and follow through"), Response Continuum • **Social-emotional** lessons and activities • **Purposeful rapport-building**

Tier 2	• **Supplemental** support with student **groups**
	• **Reading or math groups**:
	  ○ Research-based and vetted by MTSS committee
	  ○ Prebuilt interventions organized by student need
	  ○ Either pull-out or during SOAR, HAWK, or WIN time
		• **Structured Breaks/Class Pass:** (set number of "passes" to take scheduled,, brief breaks, increasing academic engagement and reducing classroom disruptions.)
		• **Check-In/Check-Out** (point card based on our PBIS expectations, providing more consistent behavioral feedback)
		• **Social-emotional skill groups** (learning activities that supplement morning meeting)

Tier 3 (Gen Ed)	• **Intensive** support that is **tailored** to the needs of an individual student
	• **Reading or math groups <u>with adjustments</u>**:
	  ○ Smaller group sizes
	  ○ Differentiation within the group
	  ○ Increased practice and response opportunities
		• **Specialized social-emotional skills instruction**: During groups, scope & sequence is tailored to individual needs vs. "plug & play" (i.e., Tier 2)
		• **Function-based strategies**: Analyzing what's turning a behavior "on and off"—creating behavior plan
		• **Wraparound support (intensified)**: Family contact, mental health services, etc.

Special Education is a specialized program and services written in an IEP (tailored to specific students):

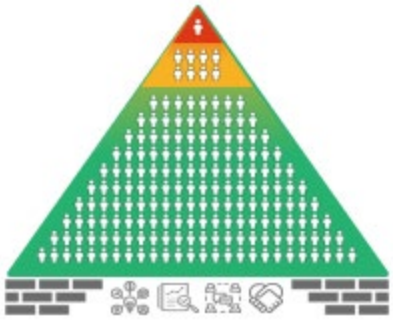
- There is funding available to further intensify interventions and provide them long-term.
- There are legal due process protections for students with disabilities (e.g., discipline protections).
- The toolbox for modifying environments and tasks (even in core) expands for students with disabilities.

MTSS Snapshot

Cedar Springs Public Schools

We design **layers of support** to efficiently provide every student with what they need, when they need it. This relies on a strong foundation of teamwork, data-based decisions, and usable resources.

Updated: 1/15/2026



	PBIS/Social Emotional	Team Information & Tools
Tier 1	• **PBIS** Expectations, Rules, and Procedures • **PBIS strategies**: Preventative Reminders, Effective Commands, Opportunities to Respond (OTRs), Affirmative Attention ("cue and follow through"), Response Continuum • **Social Emotional** lessons and activities • **Purposeful rapport-building**	Team Meets Monthly Sample Tier 1 PBIS Workbook Sample Tier 1 PBIS Team Agenda **Sample Reward Menu**
Tier 2	• **Structured Breaks/Class Pass:** (set number of "passes" to take scheduled,, brief breaks, increasing academic engagement and reducing classroom disruptions.) • **Check-In/Check-Out** (point card based on our PBIS expectations, providing more consistent behavioral feedback) • **Social-emotional skill groups** (learning activities that supplement morning meeting)	Team Meets Bi-Weekly to Monthly Sample Tier 2 Team Agenda Sample Intervention Mapping Tier 2 Roles & Responsibilities Sample Tier 2 & 3 Intervention Tracker
Tier 3 (Gen Ed)	• **Specialized social-emotional skills instruction**: During groups, scope & sequence is tailored to individual needs vs. "plug & play" (i.e., Tier 2) • **Function-based strategies**: Analyzing what's turning a behavior "on and off"—creating behavior plan • **Wraparound support (intensified)**: Family contact, mental health services, etc.	Team Meets as Needed (full day can be scheduled after academic and behavior benchmark assessment data is reviewed) Sample Tier 2 & 3 Intervention Tracker

Special Education is specialized program and services written in an IEP (tailored to specific students):

- There is specific Special Education evaluations to determine a student is eligible.
- There are legal due process protections for students with disabilities (e.g., discipline protections).
- The toolbox for modifying environments and tasks (even in core) expands for students with disabilities.

ENGAGEMENT

CONNECTION • BELONGING • SHARED OWNERSHIP



2026/27 GROWTH OPPORTUNITIES

E1. Capitalize on the synergy —the win/win benefit —of meaningful collaborations

E2. Celebrate, model and support positive behaviors

E3. Promote equitable solutions

E4. Increase district leadership visibility and presence in buildings and at events*

SYSTEMS WE WILL SUSTAIN

E6. **WE are Red Hawks!**

A visible, shared identity reinforces belonging and community pride.

SUCCESS MEASURES

Use annual measures tied to participation, stakeholder feedback, positive culture, equitable access and leadership presence.

* New/Revised for 2026-2027

OPERATIONS

SAFE • SUSTAINABLE • EFFECTIVE

2026/27 GROWTH OPPORTUNITIES

O1. Enhance safety and security —facilities and protocols

O2. Strategically allocate resources to maximize return on investment (ROI)

O3. Enhance the human experience

O4. Streamline and improve the impact of operational systems*



SYSTEMS WE WILL SUSTAIN

- Provide sustainable access to and use of value-added technology
- Maximize system efficiency

SUCCESS MEASURES

Use annual measures tied to:

- Safety/security implementation
- Resource alignment / ROI
- Staff & stakeholder experience
- Process efficiency
- Technology access and use



FROM PLAN TO ACTION

ANNUAL GOALS • MEASURES • ACCOUNTABILITY • ADJUSTMENT

A strategic plan becomes meaningful when priorities translate into team-level action.

1. **PRIORITY** - Select a FLIGHT Plan opportunity focus
2. **GOAL** - Define the intended outcome
3. **ACTION** - Identify strategies, activities & resources
4. **MEASURE** - Track critical numbers and evidence
5. **REVIEW** - Assess progress, threats & opportunities
6. **ADJUST** - Celebrate, communicate and refine the course

ACTION PLAN ELEMENTS

- Team/Project
- Goal Statement
- Supporting Data
- Objective/Outcome
- Strategies/Activities
- Evaluation/Measurement
- Critical Numbers
- Threats & Opportunities
- Resources
- Timeline

ANNUAL PROGRESS CYCLE



Review progress regularly, report meaningful measures, and adjust when evidence calls for a course correction.