



Cache County School District

Policy Series 2000: Administration and District Planning

Policy No. 2040 F1

School Improvement Plan Template

School Year: 2026-2027

School Name: Cedar Ridge Elementary

Principal: Joel Winkler (26-27); Amy Bassett (25-26)

Date of Completion: 12/9/25

Section 1: School Profile at Time of Writing

Grade Levels Served:	K-6				
Student Enrollment:	719				
Free/Reduced Lunch Percentage:	110 15%				
Key Demographics & Subgroups:					
Hispanic/ Latino: 8% American Indian: 2% Asian: 4% African American: 1% Pacific Islander: 1% White: 92%					
Summary of Recent School Performance Data: <i>(Include state assessment results, formative assessments, and other relevant benchmarks)</i>					
Above Benchmark- blue status on Acadience Math and Literacy BOY= Beginning of Year, MOY= Middle of Year Sunrise and Cedar Ridge’s Dual Immersion programs are combining for the 2026-2027 school year to make a magnet school. The data below shows the averages of each individual school and then if the school was combined. The New Cedar Ridge will be a high achieving school, there will not be many gaps in achievement, the school’s focus will be on proficient students showing growth.					
Literacy					
BOY 25-26	Sunrise DLI	Cedar Ridge DLI	Combining SR/ CR DLI	CCSD	Utah
1st grade	66%	76%	71%	55%	47%
2nd grade	67%	74%	70%	55%	47%

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3rd grade	83%	71%	77%	55%	45%
4th grade	76%	68%	72%	61%	

Literacy

MOY 25-26	Sunrise DLI	Cedar Ridge DLI	Combining SR/ CR DLI	CCSD	Utah
1st grade	70%	85%	78%	60%	47%
2nd grade	65%	80%	72%	56%	45%
3rd grade	61%	71%	66%	56%	46%
4th grade	69%	71%	70%	59%	

Math

BOY 25-26	Sunrise DLI	Cedar Ridge DLI	Combining SR/ CR DLI	CCSD	Utah
1st grade	43%	57%	50%	45%	38%
2nd grade	47%	72%	60%	42%	36%
3rd grade	45%	81%	61%	54%	41%

Math

MOY 25-26	Sunrise DLI	Cedar Ridge DLI	Combining SR/ CR DLI	CCSD	Utah
1st grade	61%	70%	66%	47%	44%
2nd grade	67%	76%	72%	52%	43%
3rd grade	41%	74%	56%	58%	45%

Social Emotional- Cache County District Data/ Percent favorable

Self Management 81%	Classroom Effort 80%	Teacher-Student Relationship 75%	School Climate 70%	School safety 69%
Sense of Belonging 69%	Self-Efficacy 56%			

Definitions:

Self Management: How well students manage their emotions, thoughts, and behaviors in different situations.

Classroom Effort: How much effort students exert in key behaviors that correspond to successful learning and course performance.

Teacher-Student Relationship: How strong the social connection is between teachers and students within and beyond the classroom.

School Climate: Perceptions of the overall social and learning climate of the school.

School Safety: The degree to which students feel safe at school.

Sense of Belonging: How much students feel that they are valued members of the school community

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Self-Efficacy: How much students believe they can succeed in achieving academic outcomes.

Section 2: Collaborative Planning Process

Date(s) of SIP Team Meetings:	1/8/26 2/5/26 3/5/25
SIP Planning Team Members and Roles: <i>(Include staff, parents, and community members)</i>	
Deidra Hartwell, Chair Amy Bassett, LEA representative Jodi Mangum, teacher representative Savannah Leonhardt, teacher representative Adam Hunsaker, parent representative Reyna Reeder, parent representative Emily Jensen, parent representative Hannah Smith, parent representative Rachel Willis, parent representative	
How were diverse stakeholder voices included in the planning process?	
Team reviewed data, asked questions and gave input on the goals.	

Section 3: Vision & Needs Assessment

Brief Summary of School Vision or Mission:	
Our mission is to educate students for success in a changing world. Our vision is to provide an equitable, challenging, meaningful, and well-rounded educational learning experience in a measurable way so all students can be safe, respectful, responsible, and work to achieve.	
Key Findings from Data Review:	
Academic Achievement	Academic Achievement is high, however, are we helping our benchmark or above benchmark students to show growth?
School Culture/Climate	With the addition of Sunrise coming into Cedar Ridge, the goal is to develop an atmosphere where teams collaborate together and there is “Cedar Ridge” feeling of oneness, not two separate language schools.

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Instructional Practices	Thinking classrooms/ vertical whiteboards (This is from Building Thinking Classrooms by Peter Liljedahl, the premise is to not feed methods in mathematics to students but to have them discover these methods with a group of 3 students. This builds a “can do” attitude and perseverance.
Student Engagement	Data shows that 11% of the population is chronically absent, there is a low need for behavioral or SEL (Social Emotional Learning) supports, our highest need is with academic engagement where 37% are in the at risk or critical group. (This does not factor in Sunrise DLI students)
Family/Community Engagement	We have high parental support and participation as far as volunteering, PTA support and community engagement.

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Section 4: Academic Goals

Goal #1 - Math	
Teachers on all grade levels will meet in PLC teams, at least 2x per month to coordinate math instruction across classrooms to ensure essential standards are being taught and, then re-teach to reach mastery.	
Rationale/Need:	Essential standards should be taught as part of the tier 1 math plan.
Target Population:	Grades 1-3
Baseline Data:	End of year 2025-2026 data
Target Outcome (with timeline):	Measurement 1: Acadience Math Benchmark 1: Aug./ Sept. 50% at Benchmark Measurement 2: Acadience Math Benchmark 2: Dec./ Jan. 55% at Benchmark Measurement 3: Acadience Math Benchmark 3: Apr./ May 60% at Benchmark Bi-monthly Professional Learning Community Minutes
Strategies & Actions:	Bi-monthly Professional Learning Community Minutes With outlined strategies and actions.
Progress Monitoring Indicators:	Students found below benchmark will be progress monitored a minimum of once per month.
Related Professional Development:	Faculty meeting tailored to best practices in the classroom, guided coalition training on looking at data
Persons Responsible:	Classroom teachers
Measures of Effectiveness (Outline how progress will be tracked, assessed, and reported.)	Common Formative Assessments
Funding Sources:	TSSA state funding
Identify budget allocations or specific funds supporting each goal (e.g., School LAND Trust,	TSSA Math Aides approx: \$40,000 Iready approx: \$5500

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TSSA, Title I, School-based discretionary) :	Iready software approx: \$5500
Explanation of how resources align with the SIP objectives:	Math aides will be used to ensure that students that are not reaching benchmark will continue to close gaps in academic learning and show growth. Technology budget will be used to update existing equipment or add additional equipment to the building.

Goal #2 - English Language Arts

Teachers in 1st through 3rd grades will use PLC time, at least 2x/ month to compare Wonders Assessment results and Acadience Progress Monitoring to enable planning of targeted re-teaching.

Rationale/Need:	Essential standards should be taught as part of the Tier 1 reading plan.
Target Population:	Students in 1st-3rd grades.
Baseline Data:	End of Year 2025-2026 data
Target Outcome (with timeline):	August/ September Benchmark 1 55% at Benchmark December/January Benchmark 2 60% at Benchmark April/May Final Benchmark 65% at Benchmark Students below benchmark: monthly monitoring
Strategies & Actions:	Bi-monthly Professional Learning Community Minutes With outlined strategies and actions.
Progress Monitoring Indicators:	Beginning of Year and Middle of Year Acadience testing results, for students that are below benchmark progress monitoring will be done on a monthly basis.
Related Professional Development:	Faculty meeting tailored to best practices in the classroom, guided coalition training on looking at data
Persons Responsible:	Classroom teachers
Measures of Effectiveness (Outline how progress will be	Common Formative Assessments

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tracked, assessed, and reported.)	
Funding Sources:	School Land Trust state funding
Identify budget allocations or specific funds supporting each goal (e.g., School LAND Trust, TSSA, Title I, School-based discretionary) :	School Land Trust Literacy Aides approx \$70,000 Teacher Improvement/ substitutes (outside of contract time) approx: \$5,000 Library additions: \$15,000 Technology: \$10,433.66
Explanation of how resources align with the SIP objectives:	Literacy aides will be used to help with literacy instruction on the English side and language aides on the language side. Teacher improvement money will be used for teachers to collaborate with Professional Learning Teams during the contract day and also visit other teachers' classrooms. New titles of books in both Portuguese, English and Chinese will be added to the current library. A budget for technology needs will be established to maintain English Language Arts programs.

Goal #3 - Social Emotional Learning

To increase school climate and sense of belonging of Cedar Ridge students, it is proposed that we update current branding and school colors.

Rationale/Need:	New community, foster a sense of belonging
Target Population:	All students and extended school community
Baseline Data:	This is a baseline data year
Target Outcome (with timeline):	Panorama Survey: teacher (3x per year & student well being surveys 1x per year)

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	Fall, Winter, and Spring Well Being Survey
Strategies & Actions:	Bi-monthly Professional Learning Community Minutes With outlined strategies and actions.
Progress Monitoring Indicators:	School Action Team meetings, check in/ check out
Related Professional Development:	Faculty meeting tailored to best practices in the classroom, guided coalition training on looking at data
Persons Responsible:	Classroom teachers School Counselor
Measures of Effectiveness (Outline how progress will be tracked, assessed, and reported.)	Panorama Teacher survey 3x yearly, student well-being survey 1x yearly
Funding Sources:	TSSA
Identify budget allocations or specific funds supporting each goal (e.g., School LAND Trust, TSSA, Title I, School-based discretionary) :	School Counselor partial Salary approx \$35,000 DLI rebranding approx \$5,000
Explanation of how resources align with the SIP objectives:	School counselor works with at-risk students by providing in-class instruction, small groups and behavioral support. With the combination of Sunrise and Cedar Ridge it is necessary to advertise and rebrand school logos to help with a sense of belonging for all students and families.

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Section 5: Professional Development and Capacity Building

Professional Development Plans Linked to SIP Goals:
Monthly Guided Coalition meetings Bi-monthly Professional Learning Communities Faculty training on reading data, classroom management, Tier 1 and Tier 2 social/ behavioral practices
How will these plans build instructional capacity?
Strengthening teachers' knowledge, skills and collaborative practices will enhance student learning through targeted professional development, coaching and data-informed decision making. This will build instructional capacity with teachers.

Section 6: Communication & Transparency

How will the SIP be shared with families and stakeholders?
Plan will be on our school website and shared with our School Community Council.
Plans for updating stakeholders on progress throughout the year:
At stakeholder meetings throughout the school year, data and progress will be shared with our School Community Council and will be assessed for effectiveness.

Final Approvals

Approved by School Community Council:	Enter Date March 5, 2026
Approved by School Board:	Enter Date