

CHERRY CREST SCHOOL IMPROVEMENT PLAN



2019-2020

SCHOOL PRINCIPALS:
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The mission of the Bellevue School District is to serve each and every student academically, socially and emotionally through a rigorous and relevant education that is innovative and individualized. As a learning community that values one another's humanity, we provide courageous support for an equitable and exceptional education for all students.

To affirm and inspire each and every student to learn and thrive as creators of their future world.

Cherry Crest Elementary School

2019-2020 School Improvement Plan

Cherry Crest Elementary prepares all students to become life-long learners through inquiry, collaboration, and discovery. Each student will feel a sense of belonging in our Comm(UNITY) while learning social-emotional and academic skills to be successful in an ever-changing and diverse society.

Our work in serving every student, every day in every classroom is grounded in our practice of continuous improvement. Working with the Office of the Superintendent of Public Instruction, we use nine characteristics of successful schools to guide our work.

THE NINE CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

- 1 · Developing a clear and shared focus · 2 · Maintaining high standards and expectations for all students
- 3 · Using effective school leadership · 4 · Engaging in high levels of collaboration and communication
- 5 · Providing curriculum, instruction and assessments aligned with state standards · 6 · Ensuring frequent monitoring of learning and teaching · 7 · Delivering focused professional development · 8 · Maintaining a supportive learning environment · 9 · Promoting high levels of family and community involvement

Included in this school improvement plan are details to share the current focus at Cherry Crest Elementary, as well as outline our strengths and opportunities for the year ahead. In addition to promoting continuous improvement of student achievement of the state learning goals, we recognize that nonacademic student learning and growth are key elements of student well-being and success. This plan is based on a comprehensive needs assessment of our school and programs, and included active participation and input from building staff, students, families, parents and community members.

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SCHOOL BACKGROUND

Instructional Program Overview

Cherry Crest is a high achieving elementary school serving 650 students. Students receive a cohesive academic curriculum aligned to the Common Core State Standards in kindergarten through fifth grade. The core instructional program includes reading, writing, math, science, social studies and social emotional learning. In addition to the 27 homeroom classes, students attend a specialist period four times per week: art, music, library, and physical education.

Cherry Crest staff are committed to each and every student's success. At Cherry Crest, students are supported and enriched through a variety of programs including Special Education, Advanced Learning (AL) and English Language Learning (ELL) services, volunteer mentor programs and after school academic and enrichment programs.

Key to our instructional focus, and building on the Common Core Standards, we continue to integrate school-wide learning strategies that increase students' skills in speaking, listening and thinking. Our elementary school and district instructional focus will be on Balanced Literacy. Students will improve their communication and language skills (reading, writing, speaking, and listening) through developing strong foundational skills in phonics and vocabulary as well as increasing skills in fluency and comprehension. Within Balanced Literacy, Cherry Crest professional development for staff will focus on two essential components—Word Study and Guided Reading to support students in their literacy achievement and growth. Within the instructional focus, staff are also receiving instruction and professional development to enhance our skills in Culturally Responsive Teaching and Learning in support of the increasingly diverse student population we serve.

Cherry Crest is supported by a committed and generous parent community. PTSA fundraising helps the school by providing Curriculum Enhancement (CE) opportunities for students in and out of school, including additional instructional assistants in the classroom to support teaching and integrated technology, partnering with the staff to establish enriching learning opportunities, and facilitating events to build community engagement.

As an organization, we strive to create a culture of service for our students, families and community members. We aim to solve problems at the most appropriate level and closest to the point of implementation. We believe that our decisions should be consistent with our mission and goals, should be data based, anchored in sound theory and practice, and should be focused on what is best for the short and long term interest of all students. These beliefs and efforts enhance our work to engage each and every child in learning that encompasses all facets of their life.



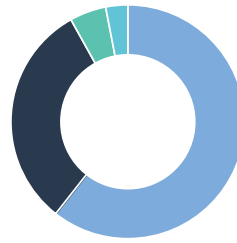
School Overview

Cherry Crest Elementary prepares all students to become life-long learners through inquiry, collaboration, and discovery. Each student will feel a sense of belonging in our Comm(UNITY) while learning social-emotional and academic skills to be successful in an ever-changing and diverse society. We serve our school comm(UNITY) through programming including Early Learning, Special Education, Advanced Learning and English Language Learner support. We believe in educating the whole child and integrate social emotional learning across academic content areas.

Programs Offered

Advanced Learning

Racial Diversity



- 60% Asian
- 0% Black
- 3% Hispanic
- 5% Two or more races
- 31% White
- N/A Native American
- N/A Pacific Islander

School & Student Characteristics ¹

	SCHOOL	DISTRICT ²
Enrollment	647	496
National Board Certified Teachers	25%	28%
Eligible for Free/Reduced Price Meals	2%	18%
Receiving Special Education Services	3%	6%
English Language Learners	10%	24%
First Language Other Than English	41%	42%
Mobility Rate ³	6%	14%

Attendance & Discipline

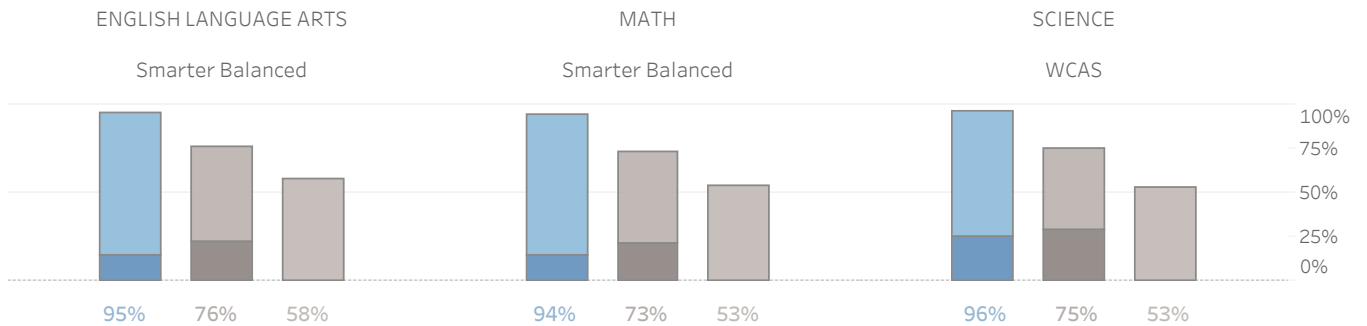
	SCHOOL	DISTRICT
Average Attendance Rate	95%	95%
Students with < 10 Absences Per Year	64%	72%
Students with 18+ Absences Per Year	9%	7%
Suspension Rate ⁴	1.1%	0.6%

Summary of Student Achievement

- Exceeds Standards
- Meets Standards
- SCHOOL
- DISTRICT
- STATE ⁵

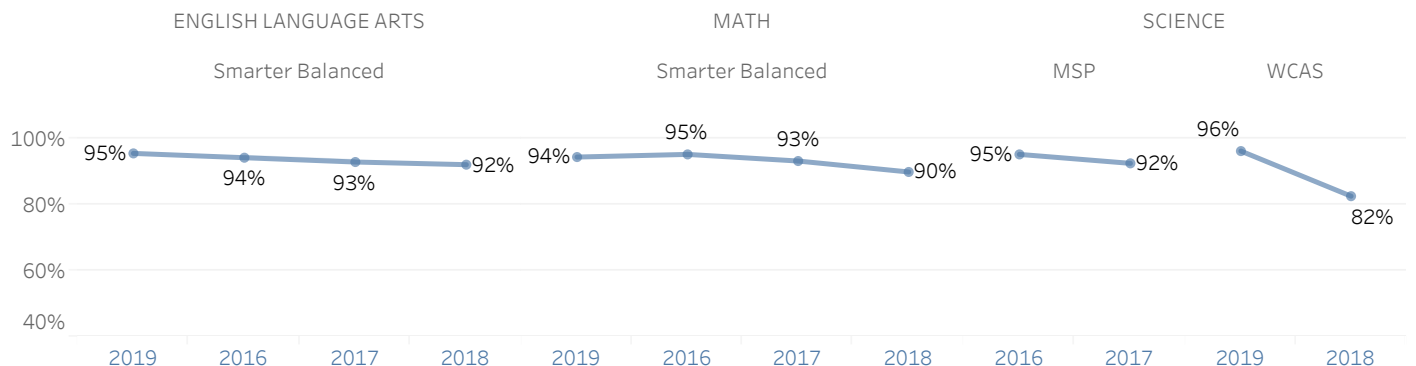
State Assessment Results for Grades 3-5 (Spring 2019)

Percentage of Students Meeting/Exceeding Standards



State Assessment Results for Grades 3-5 in the Last Four Years

Percentage of Students Meeting Standards



Glossary

National Board Certified Teachers

The National Board for Professional Teaching Standards offers a voluntary certification process for teachers to show that they have met the organization's standards for effective teaching. Teachers who apply go through a lengthy and rigorous screening process to obtain certification.

Science Assessments - WCAS/MSP

WCAS stands for Washington Comprehensive Assessment of Science, first administered in Spring 2018 to students state-wide in grades 5, 8 and 11. The WCAS replaces the WA State MSP science assessment. The WCAS is aligned to Next Generation Science Standards, which emphasize engineering and technology. The standards were adopted by the state in 2013. For more information see www.k12.wa.us/assessment/StateTesting/default.aspx.

Smarter Balanced

Starting in 2014-15, Washington State adopted the Smarter Balanced exams to assess student learning in English language arts and math in grades 3-8 and 10-11. These computer-based exams are aligned to the state's Common Core learning standards. For more information see www.k12.wa.us/assessment/StateTesting/default.aspx.

Special Education Services

Neighborhood schools provide a continuum of special education services. We provide specialty centers as well:

* **Cascade** program for students who benefit from behavioral supports due to emotional stressors.

* **Evergreen** program to serve young adults (ages 18-21) with disabilities.

* **Olympic** program to support students on the autism spectrum.

* **Pacific** program for students with significant developmental and intellectual disabilities.

* **PALS** (Preschool Age Learning) preschool to provide early intervention services for children with special needs (ages 3-5), together with typically developing peers.

End Notes

- 1 School and Student Characteristics**
Data are from October 1, 2018 unless otherwise specified.
- 2 District Average**
The district averages displayed here are the averages for district elementary schools.
- 3 Mobility Rate**
The percent of students who entered or withdrew from the school between October 1 and June 15, based on October 1 enrollment.
- 4 Suspension Rate**
The percent of students who received at least one in-school or out-of-school suspension or were expelled over the course of the school year.
- 5 State Assessment Results**
State pass rate percentages combine "Meets Standard" and "Exceeds Standard."

English Language Arts (ELA) SMART GOAL

- At least 96% of Class of 2029 (current 3rd graders) will meet state standards in ELA, while meeting WSIF goals for all subgroups.
- We will decrease the gap between our highest and lowest achieving racial subgroups in ELA grades 3-5 by accelerating the growth for the lowest-scoring groups while maintaining or increasing proficiency levels of the highest scoring groups. Goal: Decrease the gap from 19% in 2019 to 16% in 2020.

English Language Arts: SBA Proficiency Rates and Goals: Grades 3-5

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	92%	93%	95%	96%
Asian	96%	97%	98%	99%
Black	*	*	*	*
Hispanic	77%	78%	92%	93%
Two or More Races	83%	84%	79%	80%
White	88%	89%	93%	94%
Eligible for Free/Reduced Price Meals	63%	66%	90%	91%
Students with Disabilities	69%	71%	70%	73%
English Language Learners	*	*	*	*

*The yellow highlights indicate that the 2019 target was met.

English Language Arts: SBA Proficiency Rates and Goals: Grade 3*

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	96%	97%	95%	96%
Asian	99%	100%	99%	100%
Black	*	*	*	*
Hispanic	*	*	*	*
Two or More Races	*	*	*	*
White	92%	93%	92%	93%
Eligible for Free/Reduced Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
English Language Learners	*	*	*	*

*Grade 3 Actuals are not cohort data but based on students in grade 3 of each year

Key Performance Indicators:

- DIBELs and TRC Assessments in grades K-2: These assessments are administered three times per year as both a universal screener and progress monitoring tool.
- STAR Reading and Math Assessments: STAR is used as a universal screener and progress monitoring tool. These are short assessments in reading and math that are administered to all students each fall and spring. The assessments are computer adaptive, which means they adjust to each answer that students provide. Results from STAR assessments are accurate predictors of the Smarter Balanced Assessments so that educators can use Star scores to identify students in jeopardy of missing reading and math yearly progress goals in time to make meaningful adjustments to instruction.
- Smarter Balanced Assessments (SBA): Starting in 2014-15, Washington State adopted the Smarter Balanced Assessments to assess student learning in English Language Arts and Math in grades 3-8 and 10-11. These computer-based exams are aligned to the state's Common Core learning standards.

Our strengths in the goal area:

- Professional Learning: Teachers are active participants in professional learning opportunities for ELA.
- Master Schedule: A master schedule focused on the literacy block including co-teaching and classroom support for students receiving special education services.
- Tier I Instruction: The quality of Tier I instruction in literacy is improving to allow students to achieve elevated levels.
- Continuous Improvement: Multi-tiered Systems of Support (MTSS) structures focus on data-driven practices which address achievement gaps and provide focused instruction and interventions.

Key Performance Indicators:

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To support student growth and achievement for those performing below grade level, our school community will meet the academic and non-academic needs in the following ways:

- Multi-tiered Systems of Support: All classroom and support teachers will engage in our MTSS processes, meeting together at 6-8 week intervention intervals to monitor student growth data and determine next steps for students that are not meeting learning targets for literacy, mathematics and social emotional learning.
- Professional Learning: Building Professional Development with a focus on Balanced Literacy with emphasis on Word Study and Guided Reading.
- Culturally Responsive Teaching Practices: Staff will be provided continued professional development on and implementation of Culturally Responsive Teaching Practices.
- Embedded Professional Development: Coaching visits and classroom learning walks to analyze the implementation of professional development, and next steps gleaned from MTSS meetings.

Mathematics SMART GOAL

- At least 95% of Class of 2029 (current 3rd graders) will meet state standards in MATH, while meeting WSIF goals for all subgroups.
- We will decrease the gap between our highest and lowest achieving racial subgroups in Math grades 3-5 by accelerating the growth for the lowest-scoring groups while maintaining or increasing proficiency levels of the highest scoring groups. Goal: Decrease the gap from 13% in 2019 to 11% in 2020.

Math: SBA Proficiency Rates and Goals: Grades 3-5

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	90%	91%	94%	95%
Asian	96%	97%	97%	98%
Black	*	*	*	*
Hispanic	77%	78%	92%	93%
Two or More Races	75%	77%	84%	85%
White	85%	86%	89%	90%
Eligible for Free/Reduced Price Meals	75%	77%	90%	91%
Students with Disabilities	69%	71%	70%	73%
English Language Learners	*	*	*	*

The yellow highlights indicate that the 2019 target was met

Math: SBA Proficiency Rates and Goals: Grade 3*

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	96%	97%	94%	95%
Asian	100%	100%	96%	97%
Black	*	*	*	*
Hispanic	*	*	*	*
Two or More Races	*	*	*	*
White	89%	90%	89%	90%
Eligible for Free/Reduced Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
English Language Learners	*	*	*	*

*Grade 3 Actuals are not cohort data but based on students in grade 3 of each year

Our strengths in the goal area:

- Professional Learning: Teachers are active participants in professional learning opportunities for Math.
- Building Master Schedule: Our master schedule allows for 60-minute math blocks and common planning time.

- Curriculum Enhancements: Supplementary instructional resources are available to support student learning.
- Family Engagement: Our PTSA supports teacher-to-student ratio with funding to hire instructional aides.

Key Performance Indicators:

- STAR Reading and Math Assessments: STAR is used as a universal screener and progress monitoring tool. These are short assessments in reading and math that are administered to all students each fall and spring. The assessments are computer adaptive, which means they adjust to each answer that students provide. Results from STAR assessments are accurate predictors of the Smarter Balanced Assessments so that educators can use Star scores to identify students in jeopardy of missing reading and math yearly progress goals in time to make meaningful adjustments to instruction.
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To support student growth and achievement for those performing below grade level, our school community will meet the academic and non-academic needs in the following ways:

- Multi-tiered Systems of Support: All classroom and support teachers will engage in MTSS processes (Multi-Tiered Systems of Support), meeting together at 6-8 week intervention intervals to monitor student growth data and determine next steps for students that are not meeting learning targets for literacy, mathematics and social emotional learning.
- Culturally Responsive Teaching Practices: Staff will be provided continued professional development on and implementation of Culturally Responsive Teaching Practices.
- Technology Integration: Students will use technology to communicate, access information, solve problems, share knowledge, and enhance learning.
- Embedded Professional Learning: Coaching visits and classroom learning walks will be utilized to analyze the implementation of professional development, and next steps gleaned from MTSS meetings.

Student Well-Being

Student Outcome SMART Goals for this year:

By the end of the 2019-20 school year:

- We will increase student Sense of Belonging on the Panorama Survey from 74% in fall 2018 to 78% in fall 2019.

Additionally,

- The proportion of students responding favorably to the Panorama question "How much do you feel like you belong at your school?" will increase from 74% (spring 2019) to 80% (spring 2020).
- The proportion of students responding favorably to the Panorama question "How connected do you feel to adults at your school?" will increase from 56% (spring 2019) to 62% (spring 2020).
- The proportion of students responding favorably to the Panorama question "Do students treat each other well in the cafeteria?" will increase from 67% (fall 2018) to 70% (spring 2020).
The proportion of students responding favorably to the Panorama question "Do students treat each other well on the playground?" will increase from 61% (fall 2018) to 65% (spring 2020).

Our Strengths in the goal area:

A piece of data we collect is student perception using the Panorama survey in grades 3-5. We value what our students tell us and want to include their voice related to their sense of belonging at school. As defined by the Panorama survey, a sense of belonging is how much students feel they are valued members of the school community.

Panorama – Sense of Belonging

Year	% Favorable - District	% Favorable-Cherry Crest
Spring 2016	73%	78%
Fall 2016	72%	77%
Fall 2017	72%	74%
Spring 2018	67%	72%
Fall 2018	72%	74%
Spring 2019	71%	74%

Strengths from our Panorama Data:

- 91% of students responded favorably to the Panorama question “Does this school respect all students’ cultures?” (up 2% from the fall 2018 survey results)
- 91% of students responded favorably to the Panorama “How well do students with different skin colors treat each other at school?” (up 4% from the spring 2018 survey results)

Key Performance Indicators for the 2019-20 School Year include:

- Panorama Student Survey: The Panorama Student Survey is a tool used to collect student feedback on school climate and classroom culture to help improve practice. Individual student responses are confidential. Individual teacher reports are only accessible to that teacher. Students take the survey online. The survey includes multiple parts: a school climate survey and two teacher surveys. Students fill out the two teacher surveys for teachers randomly selected from their schedules.
- Tiered Fidelity Inventory (TFI): The TFI provides a measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports (SWPBIS). The TFI is divided into three sections: Tier 1: Universal SWPBIS Features; Tier 2: Targeted SWPBIS Features; and, Tier 3: Intensive SWPBIS Features. The TFI is conducted by an outside evaluator.
- Social Emotional Learning Screener: In the fall, staff will administer the DESSA Mini, a social emotional screener, to proactively identify students who may need additional or personalized supports with social emotional learning.
- Discipline Data: Disaggregated Office Referral data will be analyzed for trends in day, time, location and student subgroups to determine progress toward reduced discipline incidents across groups and settings.

To support student growth and achievement for those performing below grade level, our school community will meet the academic and non-academic needs in the following ways:

- Social-Emotional Learning (SEL): All teachers will deliver evidence-based universal Social Emotional Learning (SEL) instruction in their classrooms to all students as evidenced by the SEL look-for document and create plans for implementation improvement based on strengths and areas for growth.
- Social-Emotional Learning (SEL): The school counselor will provide additional classroom SEL lessons from Sanford Harmony curriculum to select primary students/classrooms to provide additional support for groups/students identified. The Sanford Harmony lessons focus on building strong and healthy relationships.

- Structured Student Connection Opportunities: The school counselor and resource room teachers will continue establishing and growing student participation in lunch bunches and Game Club.
- Sensory-sensitive recess opportunities: Provide indoor/quiet recess option for select students as identified by need.
- Positive Behavior Intervention Supports (PBIS): Observe and reward student demonstration of the 3Rs with Charger Champ cards.
- Mentoring: Establish adult mentor program by building adult relationships and connections with students that don't feel connected.
- Restorative Practices: Continue to improve the use of Restorative Practices to help students gain problem-solving skills and strategies to better friendships and recess-related concerns.
- Community building: Continue morning school-wide community/classroom circles to connect with all students and build strong relationships between teachers, students, and peers.
- Equity & Inclusion: Build on last year's successes in student led SOAR team (Student Organized Against Racism) aimed at learning about race and racism and supporting peers in developing an understanding around race and its importance in our school community.
- Bullying Prevention: All students will receive the BPU (Bullying Prevention Unit) lessons, required for their grade level.
- Classified Staff: All General School Assistants will receive explicit training on Restorative Practices, Positive Behavior Intervention and Supports and Social Emotional Learning. This training is aimed at improving student well-being and sense of belonging during unstructured times (i.e. lunch and recess).
- Implementation of PBIS rewards in the cafeteria for demonstrating Respect, Responsibility and Readiness.
- School Leadership Teams: School Systems team will form focus group of staff & students to research, propose and implement steps to improve sense of belonging on playground.
- Learning Walks: SEL Learning Walks will be completed and data shared with our teaching staff to indicate strengths and action steps.

Family & Community Engagement

As a school community, we have the important mission of shaping the future of the next generation. The families of our students are essential partners in supporting student academic and social emotional development, community partners play an important role providing services, resources and a network of support to our most vulnerable families. Our educators, administrators and school staff embrace a culture of service focused on working together with families and the community to ensure all students succeed in school and life.

We know that the key to our success lies in ensuring that all stakeholders develop the capacity, knowledge and skills needed to collaborate effectively and participate in the education process as equal partners

Student Outcome SMART Goals for this year:

At least 20% of families in each subgroup will participate in the family engagement survey administered during winter 2020.

Our strengths in this area:

- Family Engagement: Cherry Crest is a community with high family involvement and strong student achievement.
- PTSA Partnership: We have an active PTSA committed to curriculum enhancement supporting teachers instruction.

Key Performance Indicators:

- Family Engagement survey
- Participation of parents, particularly by different population groups, in school teams, school activities, and focus groups.

To support student growth and achievement for those performing below grade level, our school community will meet the academic and non-academic needs in the following ways:

- Parent Engagement Opportunities: Expand opportunities for parents, local organizations, and members of the community to learn and support our work together (PBIS and Sense of Belonging representation).
- Relationship Building: Strengthen relationships with parents and families through deeper understanding of their perspectives and needs.
- Communication: Improve two-way communication with families and community partners by implementing focus groups each semester to share information and solicit feedback.
- Community Partnership: Implement a better system to match resources and services in the community with identified student needs.
- Equity & Inclusion: Implementing equitable and culturally responsive family engagement practices aligned with academic goals.