



School Improvement Plan Cherry Crest Elementary 2021-22



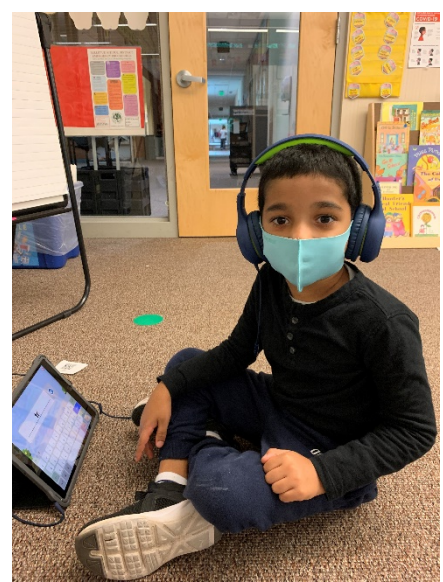
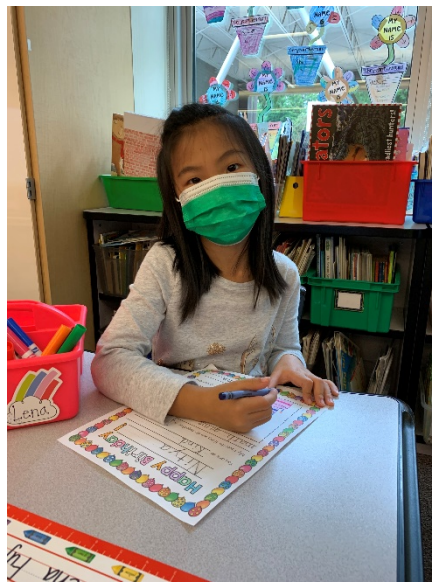
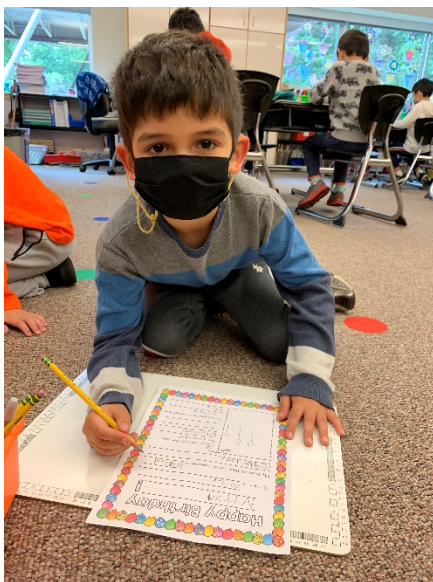
Bellevue School District Vision

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



What is unique about Cherry Crest?

- One of four Bellevue elementary schools with a self-contained Advanced Learning program for qualifying students in grades 2-5.
- Strong PTSA and family engagement focused on enrichment opportunities for all students, as well as providing dollars toward classified staffing to allow for more instructional assistance throughout the building.
- Veteran staff with more than 10 years average experience and 60% with master's degree education or higher.
- Diverse racial and multilingual student body representing 27 distinct languages and 42% of students speaking a language other than English at home.



See Appendix for School Profile

Affirm and Inspire

Student Well-Being

Strategic Plan Student Well-Being Goal: Students feel safe, affirmed, and inspired to achieve high levels of social-emotional well-being regardless of background.

Student Well-Being Priority: Sense of Belonging

As students re-enter the full school experience, school-based strategies will contribute to an inclusive environment where all students feel a sense of belonging. Studies have shown that “a strong sense of belonging translates to students of all ages and developmental stages improving academically, being more engaged and motivated in school, and increasing their physical and emotional health.”¹

Sense of Belonging Measures and Targets			
Increase percentage of students reporting a sense of belonging on the Panorama student survey, with a reduction in predictable outcomes by subgroup.			
Panorama Survey School Climate Domain - Sense of Belonging Percentage Favorable			
Student Groups	Grades 3-5		
	Baseline 2017	Fall 2019	Fall 2021
All Students	74% (365)	76% (337)	
Asian	78% (203)	76% (214)	
Black	*	*	
Hispanic	*	*	
Multi-ethnic	64% (18)	76% (15)	
White	69% (97)	77% (95)	
Students with Disabilities	69% (10)	78% (16)	
English Learners	*	*	
Low Income	*	*	

Note: As a general rule of thumb, a difference of 4 or more percentage points is considered meaningful on the Panorama survey.

Data Reflection

Cherry Crest showed growth in overall student sense of belonging with growth in many of our subgroups. Three subgroups who showed significant improvement in feeling a sense of belonging, with increases of more than 4 percentage points, are Multi-ethnic, white, and students with disabilities. This likely resulted from our emphasis in virtual assemblies focusing on culture, race and inclusion, along with schoolwide projects that focused on community and identity.

Key Strategies / Adjustments

- **Morning Community Meetings** – Every student participates in a morning community meeting at the classroom level to engage with peers and classroom adults in positive and supportive ways. These meetings

¹ *Why Student Belonging Matters: October 2020*. NASSP. (2020, October 1). <https://www.nassp.org/publication/principal-leadership/volume-21-2020-2021/principal-leadership-october-2020/why-student-belonging-matters-october-2020/>.

build community and develop strategies for sharing feelings and working on ways to support classmates throughout the day.

- **Virtual Community Building Through Assemblies** – Whole school assemblies streamed virtually at a common time in all classrooms; representative of students’ cultures/heritages and identity. Also, a chance to learn more about others building upon our SEL standards of self-awareness and social awareness. Featured guest speakers, videos, characters, etc. that are representative of our student population during school assemblies and schoolwide learning. Assemblies are planned and facilitated by students at varying grade levels throughout the year, as well as opportunities for entire classes to get involved with planning and sharing.
- **In-Person Revamp of Positive Behavior and Intervention Supports (PBIS)** – Revamping of a new schoolwide PBIS positive incentive system K-5 now that we’re back in person together.
- **Focus on Identity and Community** – Schoolwide projects related to our four schoolwide themes of identity, community, perspective, and growth.
 - This is Us project
 - Identity project
 - Unity Day project
- **Other Strategies We’re Implementing This Year** –
 - Development of way to track sense of belonging data for our youngest learners K-2
 - Students share “Shout Outs” to each other as a schoolwide opportunity
 - Schoolwide curriculum menus designed to support educators in their planning of curriculum using a culturally responsive lens
 - Partnering with PTSA to enhance family engagement opportunities throughout the year to coordinate efforts with schoolwide themes
 - Last year, students were led in the Cherry Crest “Caper Dance” by one of our General School Assistants – movement like a Charger horse! This dance unites our students as one as we practice together during live assemblies and events
 - Students enrolled in the Edgenuity virtual program will be included in community events, counselor support for social meetings with peers, and assemblies
 - Students are invited to participate in “buddies” with high school students and our school counselor
 - Teachers collaborate in “buddy classes.” Older students act as leaders and mentors for our youngest learners

Student Well-Being Priority: Social-Emotional Learning

Many students experienced isolation during the pandemic, with few opportunities to interact in-person socially. As we return to in-person learning it will be critical to recognize where each student is socially and emotionally and to provide them with intentional opportunities to support their development in social emotional learning. Our universal (tier 1) social emotional learning curriculum encompasses the five CASEL competencies: self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making. These competencies are not discrete and are integrated into curriculum and instructional practices.

Social-Emotional Learning Measures and Targets

Increase social-emotional competencies from Fall 2021 to Spring 2022.

Grades 3-5: Panorama Social-Emotional Learning Survey				
Social Emotional Competency	Fall 2020 (n=348)	Spring 2021 (n=345)	Fall 2021	Spring 2022
Self-Management	81%	83%		
Social Awareness	77%	79%		
Self-Efficacy	75%	77%		
Emotional Regulation	58%	60%		

Data Reflection

We increased social-emotional competencies in all areas for students overall by 2%. While this increase is not statistically significant, we attribute the increase across all four competencies to our schoolwide focus on social emotional competencies.

It is noted that Emotional Regulation was by far the lowest competency among those measured by the Panorama SEL Survey and that the spring increase was not statistically significant. We infer that these low scores are due in part to the isolation and challenges associated with the global pandemic.

Key Strategies / Adjustment

- Tier 1 SEL Instruction** – With nearly all students back in the school building receiving in person instruction, Cherry Crest teaching and counseling staff resume regular and robust implementation of Tier 1 SEL instruction using the Second Step and RULER curriculum. The fall of 2021 includes additional time and emphasis on social and emotional learning given some of the deficits students demonstrate after nearly 18 months at home.
- Multi-Tiered Systems of Support for Social Emotional Learning** – Our MTSS team, analyzes data using the DESSA screener to determine schoolwide needs around Tier 2 and Tier 3 supports. This year our school counselor works with teachers to determine class and student-based needs. For Tier 2, our counselor co-teaches SEL curriculum to support specific skill building opportunities for students. While this may be for the benefit of a small group of learners, this in turn benefits all students. Additionally, at the Tier 3 level, our counselor develops and implements 6-8 week cycles of intervention to support individual skill and strategies building for emotional regulation, growth mindset, and problem-solving skills.
- Classroom Charters** – In the fall, students engage in the development of Classroom Charters in every classroom. This supports schoolwide efforts in problem solving as students recognize how they want to feel and how their classmates want to feel at school each day.
- Lunch Bunch for New Students** – Our school counselor meets with every new student at Cherry Crest in weekly lunch bunches to support friendship building skills. Lunch bunches are used as a Tier 2 support for students identified by data, teachers, and families where friendship and social skills are necessary for further development.

Learn and Thrive

Academic Success

Strategic Plan Academic Success Goal: Students achieve high levels of academic success and outcomes are not predicted by race or income.

Academic Success Priority: English Language Arts and Math Proficiency and Growth

We recognize that student learning experiences varied widely during the 2019-20 and 2020-21 school years due to the pandemic and the shift in learning models. Universal screeners administered in the fall will provide student proficiency data for educators as they design instruction and supports based on students’ beginning of the year level in the core subject areas of literacy and math. Based on progress monitoring data during the 2020-21 school year, math is a particular focus area. Regardless of where students begin the year, the goal is for *all students* to experience expected or greater growth.

English Language Arts Growth and Proficiency Measures

Increase percentage of students in grades 3-5 meeting or exceeding proficiency standards in literacy, and making typical or high growth in literacy from Fall 2021 to Spring 2022.

Grades 3-5: Star Reading Proficiency and Growth				
Subgroup	Star Reading % Proficient		Star Reading % Typical/High Growth	
	Spring 2021	Spring 2022	Fall 2020-Spring 2021	Fall 2021-Spring 2022
All	91% (354)		78% (353)	
Asian	93% (233)		78% (233)	
Black	*		*	
Hispanic	60% (10)		50% (10)	
Multi-Ethnic	90% (20)		80% (20)	
White	89% (89)		81% (88)	
Low Income	60% (10)		80% (10)	
English Learner	36% (14)		86% (14)	
Students with Disabilities	75% (12)		83% (12)	
Female	90% (178)		78% (177)	
Male	91% (176)		78% (176)	
Advanced Learning	98% (235)		77% (235)	
Traditional	76% (119)		81% (118)	
Grade 3	96% (116)		84% (116)	
Grade 4	88% (121)		75% (120)	
Grade 5	89% (117)		75% (117)	

Data Reflection

Overall, Cherry Crest students experienced high levels of proficiency and growth as reported by STAR in Spring 2021. Of note are the following subgroups:

- Hispanic Students demonstrated lower proficiency and lower growth as compared to other subgroups. This is an area of emphasis and focus for our leadership team this year to better understand the learning experience of these students and identify instructional moves that will support increased growth and proficiency.

- Students from Low Income homes demonstrated lower proficiency but high levels of growth. The high growth is reflective of strong Tier 1 literacy instruction schoolwide as well as intervention plans designed for individual students. Overtime, we believe that proficiency rates for this group will also increase especially as students have returned to full in person learning in 2021-22.
- Students identified as English Language Learners demonstrated lower proficiency with high levels of growth. The low proficiency is not surprising given the grade level language demands of the STAR reading assessment. We celebrate the high growth with this subgroup and attribute it to strong Tier 1 literacy instruction, partnership with our Multilingual Learner Facilitator and intervention plans designed for individual students.

Key Strategies

- **Improved Intervention Using Adaptive Software** – Students receive targeted intervention through Lexia as a result of more explicit professional development and usage expectations provided to educators. This ensures that the program is provided with fidelity and ensure students are given the recommended amount of engagement. We believe this focus will benefit all students and especially those in our identified subgroups.
- **Interventions Through Multi-Tiered Systems of Support** – Students receive targeted interventions provided by educators as part of the MTSS process and cycles of continuous improvement. Interventions are designed around data and skill building lessons within the Amplify platform.

Math Proficiency and Growth

Math Proficiency and Growth Measures

Increase percentage of students in grades 3-5 meeting or exceeding proficiency standards in math, and making typical or high growth in math from Fall 2021 to Spring 2022.

Grades 3-5: Star Math Proficiency and Growth				
Subgroup	Star Math % Proficient		Star Math % Typical/High Growth	
	Spring 2021	Spring 2022	Fall 2020- Spring 2021	Fall 2021- Spring 2022
All	84% (283)		72% (135)	
Asian	92% (177)		69% (86)	
Black	*		*	
Hispanic	50% (10)		*	
Multi-Ethnic	82% (17)		*	
White	70% (77)		79% (39)	
Low Income	45% (11)		*	
English Learners	30% (10)		*	
Students with Disabilities	40% (10)		*	
Female	85% (139)		69% (68)	
Male	83% (144)		75% (67)	
Advanced Learning	99% (179)		73% (80)	
Traditional	59% (104)		71% (55)	
Grade 3	87% (117)		73% (113)	
Grade 4	88% (108)		68% (22)	
Grade 5	71% (58)		*	

Note: We have less information on math growth levels than on proficiency levels because not all students did Star Math testing last fall, and we cannot calculate growth scores without data from both fall and spring.

Data Reflection

Overall, Cherry Crest students experienced high levels of proficiency in math and moderate levels of growth. There are pockets of low proficiency and lower growth among select subgroups and overall proficiency and growth in mathematics are considerably lower than proficiency and growth in reading. This trend is not unique to Cherry Crest but rather was experienced by students across the nation through the pandemic.

As indicated by the sample sizes, we have less information on math growth levels than on proficiency levels because not all students completed STAR testing in fall of 2020, so we are not able to calculate growth scores without the data from both fall and spring assessments.

With respect to proficiency, student subgroups showing a need for more targeted support in math to reach proficiency include Hispanic, Low Income, English Learners, and Students with Disabilities. These are groups that have been historically marginalized and for whom virtual learning did not provide equitable educational access. There is also a significant discrepancy between the proficiency levels for students in the Advanced Learning program as compared to the Traditional program. While we expect the Advanced Learning scores to be high (for these students must perform demonstrate advanced proficiency for entry into the program) the comparatively low scores for Traditional students (especially as compared to higher reading proficiency) is of concern.

Upon reflection, we believe that proficiency levels for identified subgroups above may be lower due to the former math curriculum and its weaker ties to common core state standards and ineffective instructional model, lack of language routines, and limited access points.

Key Strategies

- **Increased Rigor and Language Supports in Math Curriculum** – Across our school and district, the rigorous implementation of Illustrative Mathematics supports and enriches the learning experience, growth and proficiency of all students, especially those who have traditionally been marginalized. Robust implementation of Tier 1 math instruction that is standards-aligned, problem-based and infused with multilingual language supports and collaborative practices will result in increased growth and proficiency.
- **Leadership and Instructional Coaching Support** – A building-based coach from the Achievement Network provides just in time coaching and professional development support for the Cherry Crest administrative and leadership teams. This partnership has the effect of improving professional development for classroom teacher and is aligned with delivering Tier 1 mathematics instruction with fidelity across all classrooms and to all students.
- **Multilingual Learning Coaching and Support** – Two school based multi-lingual language (MLL) facilitators provide expertise and support to our MLL students and staff members serving these students and families. We are emphasizing language routines in the new math curriculum with staff through district and building professional development as well as grade level coaching and co-teaching opportunities.
- **Multitiered Systems of Support (MTSS)** – Students receive targeted mathematics interventions provided by educators as part of the MTSS process and cycles of continuous improvement. Interventions are designed around data and associated professional development delivered at the building and grade band levels.

Family Engagement

Strategic Plan Family Engagement Goal: Families, particularly those who have been traditionally marginalized, are more informed, better able to find support, and are more empowered to contribute to student success.

Family Engagement Priority: Inform, Support, and Empower

The experience of individual families is always subject to a wide array of conditions and contexts. These differences were highlighted throughout COVID, but one thing remained true: our families have expressed a desire to connect with us more deeply, to be more informed about their individual student’s academic progress and social-emotional well-being, and to find ways where we can truly engage as partners for their children’s success.

Family and Community Engagement will continue to center on three priority objectives:

- **Informed:** A BSD family is informed when they can understand the academic and developmental expectations for their student and knows how to navigate the school system, where to find school-related information and obtain academic, health and wellness services.
- **Supported:** A BSD family is supported when they can utilize the systems within the district to serve their student’s unique needs, strengths, and circumstances.
- **Empowered:** A BSD family is empowered when they can use their individual or their community’s collective voice to advocate for student needs to be more equitably identified, answered, and solved, often through the definitive reallocation or redistribution of financial and/or other resources.

Priority Family Engagement Measures and Targets

Increase percent of families reporting they feel informed, supported, and empowered to contribute to their student’s success.

Percentage of Favorable Responses on Family Engagement Survey						
Family Subgroups	Informed		Supported		Empowered	
	Spring 2021	Spring 2022	Spring 2021	Spring 2022	Spring 2021	Spring 2022
All Students	53% (252)		54% (252)		54% (252)	
Asian	59% (159)		61% (159)		61% (159)	
Black	*		*		*	
Hispanic	*		*		*	
Multi-ethnic	41% (13)		43% (13)		43% (13)	
White	39% (69)		36% (69)		38% (69)	
Students with Disabilities	76%		66%		66%	
English Learners	62% (26)		68% (26)		69% (26)	
Low Income	*		*		*	

Data Reflection

In the midst of the global pandemic, the proportion of all families reporting feeling informed, supported and empowered dropped from the spring of 2020 (mid 60%) to the spring of 2021 (mid 50%) range. Despite these challenges, the proportion of families of students with disabilities responding favorably increased from the spring of 2020 to the spring of 2021. This is a celebration and likely the result of increased staff and parent communication and engagement via virtual opportunities to meet through the pandemic. Similarly, our English Learner population

reported higher levels of feeling informed, supported and empowered. This may be attributed to the increased use of virtual meeting formats (i.e. virtual principal chats) accompanied by translation and caption services available in Teams and on the school website.

Conversely, families of students identifying as multi-ethnic and white had significantly lower favorable response rates. We believe that some of the drop may be attributed to the challenges of virtual versus in-person learning and delayed return to school in winter 2021. We intend to uncover in more detail through a series of subgroup listening circles in the fall and winter of 2021-22.

Key Strategies / Adjustment

- **Improved Technology and Translation Supports for MLL Families** – With an eye toward building on strengths with ELL families, we aim to increase and improve technology and translation supports for families in their first language including but not limited to: translation support on the school website, closed captioning services in virtual teacher and principal meetings, recorded meetings for multiple and future access, Talking Points app for text messaging in first/preferred language.
- **Increasing Family Access Through Virtual Platforms** – Similarly, our student support service model will continue to utilize virtual Teams gatherings for 504, IEP, MDT and Guidance Team meetings. Doing so provides greater access for families and itinerant staff to participate and contribute in student focused meetings.
- **Listening & Learning Circles** – Members of the Family Engagement Action Team are planning to conduct Listening and Learning Circles with select families from the Multi-Ethnic subgroup to better understand how they are (or are not) feeling supported, empowered, and informed.
- **PTSA Partnership** – Partner with the Cherry Crest PTSA to establish and implement community engagement opportunities.