



# School Improvement Plan Cherry Crest Elementary 2020-21



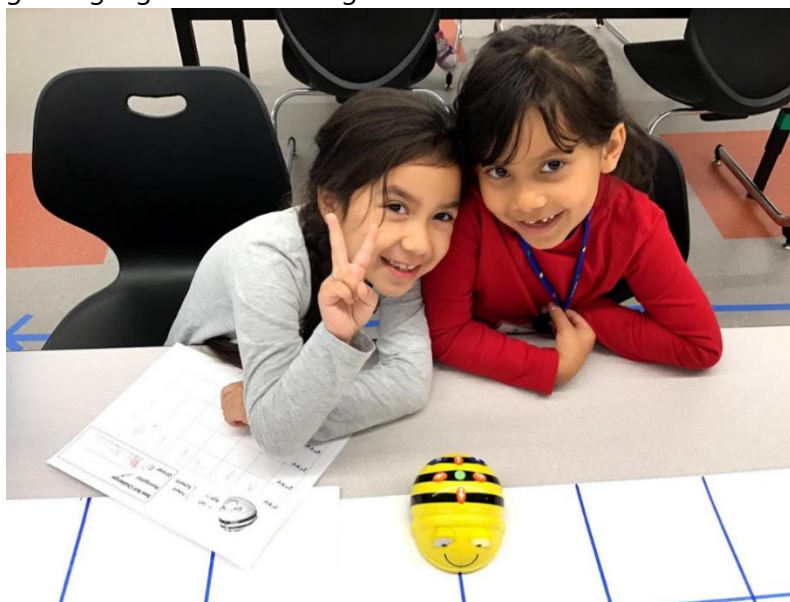
*Bellevue School District Vision*

*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 32 distinct foreign languages and 42% of students speaking a language other than English at home.



*See Appendix for School Profile*

# Affirm and Inspire

## Goal

Students feel safe, affirmed, and inspired to achieve high levels of social-emotional well-being regardless of background.

## Sense of Connection

### Measures and Targets

- Increase percent of students reporting feeling connected to peers by 3 percentage points from Spring 2020 to Spring 2021 as measured by the district administered student survey.
- Increase percent of students who are receiving special education services reporting feeling connected to peers by 3 percentage points from Spring 2020 to Spring 2021 as measured by the district administered student survey.

Percent of students reporting feeling somewhat or very connected to their classmates on district administered student survey		
Grades 3-5 Subgroups	Spring 2020	Spring 2021 Target
All Students	88%	91%
Black	*	*
Hispanic	*	*
Low Income	*	*
English Language Learners	*	*
Students with Disabilities	92%	95%

\* Data not available for student subgroups < 10

\*\* Note that for any group sample size of less than ten (10) students, the data is not published in the School Improvement Plan (SIP.) This is due to privacy regulations given that a small sample size could potentially be identifiable. Additionally, for the Bellevue School District Annual Plan, the groups for which the largest gap exists are specific focus areas. Groups for which districtwide a large gap does not exist have not been identified as target groups for specific strategies. This does not mean that schools do not have specific strategies in place for groups that have a sample size too small to be publicly reportable or who fall into a group that is not identified at the district level. School-specific strategies for each area of the School Improvement Plan (SIP) are outlined in the "Key Strategies" section of the document.

## Data Reflection

- Due to COVID-19 school closure, student data above comes from a district administered student survey related to their virtual learning experience in the spring of 2020. This survey took the place of the usual biannual Panorama climate survey.
- Students with disabilities reported high levels of peer-to-peer connections.

### Panorama Sense of Belonging Data Fall 2017-Spring 2019 Reflections to Guide our Work:

- Since Fall of 2017, Cherry Crest has remained consistent with very little movement in overall student perception data as indicated by the Panorama survey. We did not meet our 2019 Fall goal of 78%. However, we increased our overall percentage by two percentage points (from 74% to 76%).

- One of our subgroups showed significant growth: students receiving special education services indicated the most sense of belonging overall on the Panorama survey. This subgroup increased from 69% favorable in the Fall of 2018 to 78% in Fall of 2019.
- In Fall 2019, 89% of our students responded favorably that students with different skin colors treat each other well.
- Fall 2018 to Fall 2019 data shows a slight increase in sense of belonging for all subgroups (74% to 76%).
- Although the data does not show percentages for our Black and Hispanic students because the group sizes are too small, we will continue to identify strategies to be inclusive of these subgroups.

### Key Strategies/Adjustments

- **Sense of Belonging to the Great Cherry Crest Comm(UNITY):**
- All teachers deliver evidence-based universal Social Emotional Learning (SEL) instruction in their classrooms to students as evidenced by the SEL look-for document and create plans for implementation improvement based on strengths and areas for growth.
- During remote learning and to ensure physical safety during the pandemic, we creatively use song and dance to promote our Three Rs and schoolwide expectations, as well as to showcase student voice in a creative and fun way. This serves as a school motto to bring us all together.
- During the school year, students receive a virtual or physical postcard to their student email/home address from a staff member at Cherry Crest, recognizing students' hard work and demonstration of our Three Rs.
- All students receive the Bullying Prevention Unit lessons, required for their grade level.
- All General School Assistants receive explicit training on Restorative Practices, Positive Behavior Intervention and Supports and Social Emotional Learning. The training aims to improve student well-being and sense of belonging during unstructured times (i.e. lunch and recess).
- In partnership with our PTSA, all students receive a free Read-a-Thon t-shirt to support our school and to build community for this community-wide event.

#### **Peer to Peer Connection Opportunities at Cherry Crest:**

- For remote learning, General School Assistants receive technology training, remote learning professional development, and collaboration time to support social engagement for students through virtual recesses. (peer to peer connection)
- Small group learning across grade levels and opportunities to meet with peers for learning with their teacher through office hours and additional group time.
- Each month, Cherry Crest Chargers participate in whole school virtual assemblies underscoring themes of identity, culture, and race. Student leaders plan and implement each assembly along with an assembly team made up of staff, racial equity and inclusion leaders, and middle school and high school guest leaders. In addition and in partnership with our Student Well-Being and PBIS Action Teams, students will use time to spotlight peers and make connections to achievements and successes schoolwide.
- Whole school Flipgrid activities are shared with students and families to participate in cultural celebration and identity sharing. (peer to peer connection – seeing other kids and meeting student guests outside of our community)
- Weekly morning announcements focus on schoolwide expectations, student recognition, race, and culture. (Peer to peer connection and sense of belonging)
- Integration of two new leadership teams with continued focus on student-centered decision-making: RE&I (Racial Equity and Inclusion) and BLT (Building Leadership Team). These new teams work together to keep race and students at the center to better prepare students, teachers, and staff to develop learning strategies that are both inclusive and accessible for all students, particularly those students who are most marginalized.

- Students Organized Against Racism (SOAR) is a student group organization for fourth and fifth graders to implement school-wide learning and strategies for being anti-racist.
- Individual teachers/classrooms engage students in conversations about identity, race, and culture throughout the year. Specifically, monthly staff newsletters share and recognize resources for specific heritage and history months, and staff will have opportunities to share resources with students.

### Progress Monitoring

- District Administered Online Student Survey
- Panorama Survey data
- DESSA screener data
- Assembly attendance data and tracking

### Inspired and Affirmed

#### Measures and Targets

- At least 60% of students are inspired and affirmed in their day-to-day instruction as measured by student surveys.

Percent of students reporting feeling inspired and affirmed in instruction	
Grades 3-5	Fall 2020 Survey (baseline)
All Students	TBD
Black	TBD
Hispanic	TBD
Low Income	TBD
English Language Learners	TBD
Students with Disabilities	TBD

#### Data Reflection

- To be completed once baseline data is uploaded

#### Key Strategies/Adjustments

- Teachers offer office hours to support learners and meet in small groups to differentiate teaching approaches for students.
- General School Assistants offer remote virtual recess opportunities to engage learners in social activities with peers
- General School Assistants work with students to check-in and to support with assignment and work completion. Additionally, GSAs support students with self-management skills and meet with various students in small groups to support with learning and instruction.
- Assembly themes (including student voice and participation) and monthly read alouds by grade level to recognize and honor cultures represented at Cherry Crest

- Teachers have access to resources and book lists to incorporate culture, race, and identity sense making into their current curriculum and practices
- Provide opportunities and time for staff to work together in Professional Development to reflect on remote learning best practice, and time to develop new student engagement and critical thinking opportunities.

#### **Progress Monitoring**

- Panorama Data
- Student and family focus group data
- Anecdotal teacher feedback
- Analysis of school discipline
- Classroom observations

# Learn and Thrive

## Goal

Students achieve high levels of academic success and outcomes are not predicted by race or income

## ELA Proficiency and Growth

### Measures and Targets

- 97% of students in the Class of 2029 cohort\* will meet or exceed state standards in ELA by spring of 2021, with increases as noted for the following subgroups: Black, Hispanic, Special Education, English Learners, Low Income.
- 80% of students in grades K-5 will show at least one year of growth in literacy as measured by adaptive software (i.e. Lexia), for students who have the recommended software usage.

### Percentage Meeting/Exceeding Standard on SBA or Star

Class of 2029 Cohort*	English Language Arts (ELA) Proficiency on SBA or Star	
	2019-20 Star Grade 3**	Target 2020-21 Star or SBA Grade 4
All Students	95%	97%
Black	N/A	N/A
Hispanic	N/A	N/A
Special Ed Services	N/A	N/A
English Learners	N/A	N/A
Low Income	N/A	N/A

\*Cohorts will be assessed by including all students who began in the cohort in Year 1 as of October 1, 2018 and who remain in the cohort when measures are taken. Students entering the district after Year 1 (October 1, 2018) will not be included in the cohort data.

\*\*Data shown are Winter Star projections of spring proficiency levels, because spring testing was cancelled due to COVID-19.

Students Grades K-5	% of students that show a year's worth of growth in Literacy	
	November Check Point	Spring 2020-21 Target
All Students		
Black		
Hispanic		
Students with Disabilities		
English Learners		
Low Income		

## Data Reflection

- Third graders did not take SBA in 2020 and have no spring STAR score due to COVID-19 school closure.
- Data collected for Fall 2019 do not include percentages for any of the subgroups because the size of these subgroups are too small for reporting purposes.
- Although the data don't show percentages for these subgroups, the key strategies and adjustments we make are inclusive of these students.
- 5% of our student body in grade three was not projected to meet standard on the Smarter Balanced Assessment as per winter STAR scores.
- In order to meet our goal of 97%, 5-6 additional students need to meet standard.

### Key Strategies/Adjustments

#### Culturally Responsive Teaching and Learning (CRTL)

- Cherry Crest staff access and provide real, relevant and rigorous literature/texts with students.
  - The Racial Equity and Inclusion Team provided culturally responsive reading lists and resources to teachers. Work continues to order new book titles that are more diverse; showcasing stories with characters of color and that represent the cultures represented at Cherry Crest.
  - Embedded professional development highlighting Epic Books, Stora and/or Newsela to leverage more culturally diverse reading experiences for all students
- Training is also focused on CRTL practices that ensure students see themselves in their curriculum, providing windows and mirrors opportunities for students with regard to student cultures and experiences.
- Additional training & professional development for classroom teachers and support staff around specific reading skill instruction.

#### Lexia Reading

- Teaching staff utilize the Lexia reading platform to help support individual students master foundational skills to improve their overall reading skills.
- Provide embedded professional development for teacher understanding and use of adaptive software
- Families receive support using Lexia at home, as students will have access to practice both in and out of the building.

#### Individualized or Small Group Instruction

- Teachers provide individual and small group reading instruction based on student goals during afternoon instructional blocks.
- Teachers meet with students reading below standard both individually and in small groups ensuring students receive an individualized approach to reading instruction during the school day.

#### Data Review and Cycles of Improvement

- MTSS data review sessions take place multiple times per year where teachers review disaggregated reading data by race and grade level to provide thorough cycles of intervention (targeting 3 cycles per school year, ranging from 6-10 weeks long).

### Progress Monitoring

- STAR Reading Assessment
- LEXIA Core5 adaptive software
- TRC and DIBELS literacy assessments
- ALDs (Achievement Level Descriptors for English Language Learners)
- Journeys Diagnostic Assessment

## Math Proficiency and Growth

### Measures and Targets

- 96% of students in the Class of 2029 cohort\* will meet or exceed state standards in math by spring of 2021, with increases as noted for the following subgroups: Black, Hispanic, Special Education, English Learners, Low Income.
- 80% of students in grades K-5 will show at least one year of growth in math as measured by adaptive software (i.e. Freckle), for students who have the recommended software usage.

### Percentage Meeting/Exceeding Standard on SBA or Star

Class of 2029 Cohort*	Math Proficiency on SBA or Star	
	2019-20 Star Grade 3**	Target 2020-21 SBA or Star Grade 4
All Students	94%	96%
Black	N/A	N/A
Hispanic	N/A	N/A
Special Ed Services	N/A	N/A
English Learners	N/A	N/A
Low Income	N/A	N/A

\*Cohorts will be assessed by including all students who began in the cohort in Year 1 as of October 1, 2018 and who remain in the cohort when measures are taken. Students entering the district after Year 1 (October 1, 2018) will not be included in the cohort data.

\*\*Data shown are Winter Star projections of spring proficiency levels, because spring testing was cancelled due to COVID-19.

Students Grades K-5	% of students that show a year's worth of growth in Math	
	November Check Point	Spring 2020-21 Target
All Students		
Black		
Hispanic		
Students with Disabilities		
English Learners		
Low Income		

### Data Reflection

- Fourth graders did not take SBA in 2020 and have no spring STAR score due to COVID-19 school closure.
- Data collected for Fall 2019 does not include percentages for any of the subgroups because the sample size of these subgroups is less than 10.
- Although the data don't show percentages for these subgroups, the key strategies and adjustments we make will be inclusive of these students.



## Key Strategies/Adjustments

### Culturally Responsive Teaching and Learning (CRTL)

- Teachers use a variety of strategies to support learner access to mathematical content in culturally responsive manner (i.e. Math Talks; Project Based Learning; Ignite, Chunk, Chew, Review).
- Teachers offer goal driven math groups for all students on a regular basis providing additional skill building and enrichment support for students.
- Teachers meet with students below standard both individually and in small groups ensuring students receive a differentiated approach to math instruction during the school day.

### Freckle Math

- Teaching staff utilize the adaptive Freckle math platform to help to inform and assess students to guide instruction.
- Provide embedded professional development for teacher understanding and use of adaptive software.
- Families receive support using Freckle at home, as students will have access to practice both in and out of the building.

### Data Review and Cycles of Improvement

- MTSS data review sessions take place multiple times per year where teachers review disaggregated reading data by race and grade level to provide thorough cycles of intervention (targeting 3 cycles per school year, ranging from 6-10 weeks long).

## Progress Monitoring

- STAR Math Assessment
- Freckle Program
- Math Expressions Common Assessments (unit tests)

## English Language Acquisition

### Measures and Targets

- For students receiving ELL services in the Class of 2029 increase % (to be set by November 2020) demonstrating progress in language acquisition skills as measured by the Achievement Level Descriptors.

Percentage Demonstrating Progress in Language Acquisition Skills		
Class of 2029 Cohort	Fall 2020	2020-21 Target
Reading	To come	Will be set by November 2020
Writing	To come	Will be set by November 2020
Listening	To come	Will be set by November 2020
Speaking	To come	Will be set by November 2020

### Data Reflection

- To be completed once baseline data is uploaded

## Key Strategies/Adjustments

- Use of co-teaching/ co-planning model
- Aligning standards and English Learning Proficiency Standards to design instruction with student need in mind (backwards planning)
- Use of content and language objectives

- Increasing use of GLAD and Culturally Responsive Teaching & Learning strategies to put the cognitive load on students with meaningful, comprehensible input

### **Progress Monitoring**

- ELPA21 State Assessment Data
- ALD (Achievement Level Descriptors) assessment data (only collected for grade 4 and emerging language learner students during remote learning)

# Creators of Their Future World

## Goal

Students effectively problem solve and lead for positive local and global change by developing global awareness, cultural competency, and learn advanced skills in processing and applying information through the effective use of technology and engineering.

## Global Awareness and Cultural Competence

### Measures and Targets

- At least **75%** of students show proficiency in global awareness and cultural competence by completing a performance task in 2<sup>nd</sup> grade.

Global Awareness and Cultural Competence		
	2019-20	Target 2020-21
Grade 2	NA †	75%

† N/A due to COVID-19 school closure, no data was available.

### Data Reflection

- Baseline year 2020-2021 goal at 75% of students meeting competency in performance task.

### Key Strategies/Adjustments

#### Curriculum

- Embedded professional development for 2<sup>nd</sup> grade teachers in use of Story Path curriculum to enhance global awareness for students
- Under direction of the Racial Equity and Inclusion Team, teachers will **review elements of social studies curriculum** with a focus on culturally responsive teaching and learning.
- A **monthly read aloud** focused on racial equity and social justice, with time/space for self-reflection. Shared space to get students to think critically about what they are reading and what is happening in our society.

#### School/ community/ societal connection

- Recognize, celebrate and teach **cultural months and awareness** via school assemblies and classroom-based lessons/activities including a focus on elevating student voice with student speakers and exemplars.

#### Courageous conversations

- All students at Cherry Crest have **explicit conversations** about race, equity, and access. Students identify culture and begin to recognize and identify white culture through storytelling, sharing, and conversation.
- Racial Equity & Inclusion Team is working to promote an **anti-racist framework** that can be shared with families, students, and staff as a resource.

### Progress Monitoring

- 2<sup>nd</sup> grade global awareness and cultural competence performance task.
- Track views of read aloud stream recordings
- Participation rates in bimonthly virtual school assemblies focusing on cultural awareness, competence and self-identity
- Courageous Conversation feedback from staff on race conversations with students

# 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.

## Informed, Supported, and Empowered

### Measures and Targets

- Increase the percentage of families reporting they feel informed, supported, and empowered to contribute to their student's success as measured by the Family Engagement Survey.
- Subgroup targets:
  - Increase the percent of families of English Learners feeling "informed" from 64% to 75%
  - Increase the percent of families of Students with Disabilities feeling "empowered" from 50% to 60%

Percent of Families Feeling "Informed" on Family Satisfaction Survey	2019-20	2020-21 Target
All	61%	70%
Black	*	
Hispanic	*	
Students with Disabilities	67%	75%
English Learners	64%	75%
Low Income	*	

Percent of Families Feeling "Supported" on Family Satisfaction Survey	2019-20	2020-21 Target
All	64%	70%
Black	*	
Hispanic	*	
Students with Disabilities	67%	75%
English Learners	73%	75%
Low Income	*	

Percent of Families Feeling "Empowered" on Family Satisfaction Survey	2019-20	2020-21 Target
All	66%	75%
Black	*	
Hispanic	*	
Students with Disabilities	50%	60%

English Learners	71%	75%
Low Income	*	

\* Data not available for student subgroups < 10

### Data Reflection

- Our subgroups of families who identify as Black, Hispanic or eligible for free/reduced meals are not large enough for their data to be reflected in the survey.
- Subgroup data (English Learners and Students with Disabilities) report higher proportions of feeling informed, supported and empowered than All Students (with one exception).
- Families of Students with Disabilities feel least empowered compared to all students by a 16percentage point gap.

### Key Strategies/Adjustments

#### All Student Families

- Continue to expand technology applications to create accessible and informational family engagement opportunities
  - Live and recorded access to Virtual Principal coffees
  - Cherry Crest Chronicler principal newsletter hosted on website with translation options
  - On Demand Stream recordings of Parent Education Events
- Enhanced opportunities for **home to school partnerships**
  - MS Forms Family input survey to guide and direct principal coffees
  - Virtual parent/teacher conference opportunities in October/November and as requested
- Parents as partners
  - In collaboration with our strong PTSA , provide increased access and voice to families through events such as Grade Level Family Connection Meetings.
  - PTSA presidents meet monthly with administration and separately with teachers providing forum for dialogue and two-way communication enhancing staff and family efficacy in informing, supporting and empowering

#### Families of English Learners (Multilingual Learners MLL)

- Focus on improving the proportion of families feeling informed by:
  - Improved communication from school to families incorporating translation services (i.e. Website or PPT plug in)
  - Providing meetings in multiple languages (school announcements, teacher/parent meetings)
    - Pre-recorded meetings with captions that can be shared in multiple languages
    - Live meetings: use translation plug in on Microsoft applications to provide real time translation for families and the opportunity for parents to ask questions in their home language
    - Language line: for important meetings with sensitive topics it is best to have an accurate translation from a real person capable of conveying cultural context and providing information responsive to parent needs.
  - Empowering family led affinity groups
    - Identify interested and capable parent leaders from various language, racial groups
    - Administration and MLL facilitator meet with parent affinity group leaders to hear what families need information about according to the needs arising in their affinity group. This may result in differentiated family events tailored to the needs of a specific demographic

**Families of Students with Disabilities**

- Focus on improving the proportion of families feeling empowered by:
  - Increased access and communication with special education staff due to virtual meetings held remotely
  - As a result of remote learning, families invited to partner in delivering and supporting specially designed instruction at home.
  - Solicit input via a MS Forms survey on specific needs families of students with disabilities have related to being a partner in their child's education
  - Informed by survey responses, design parent forums for families of students with disabilities for supportive and empowering two-way dialogue with teaching staff and administration.

**Progress Monitoring**

- Annual Family Satisfaction Survey
- Input from Parent, Teacher, Student conferences
- Input from MLL Affinity Group Leads
- Family response to MS Forms survey
- Quantitative and qualitative data from parent forums
- Anecdotal input from IEP meetings with families

**Glossary**



## 2019-2020 School Profile

### Cherry Crest Elementary

<http://www.bsd405.org/cherrycrest/>

Dustin Steere, Principal

12400 NE 32nd St

Bellevue, WA 98005

425-456-4900

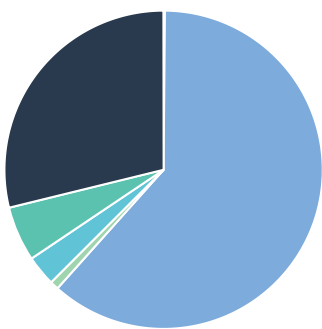
## School Overview

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



### Racial Diversity Detail

<1%	American Indian or Alaska Native
61%	Asian
<1%	Black/African-American
3%	Hispanic
<1%	Pacific Islander
5%	Two or more races
28%	White

## School & Student Characteristics<sup>1</sup>

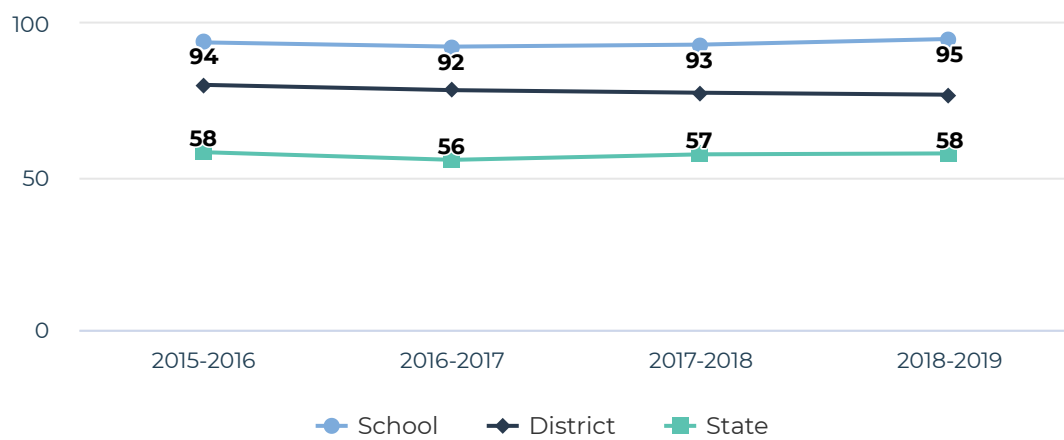
	SCHOOL	DISTRICT <sup>2</sup>
Enrollment	650	526
National Board Certified Teachers	25%	23%
Eligible for Free/Reduced Price Meals	2%	16%
Receiving Special Education Services	5%	9%
English Language Learners	10%	21%
First Language Other Than English	42%	42%
Mobility Rate <sup>3</sup>	5%	13%
Average Attendance Rate	96%	95%

## Summary of Student Achievement

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

#### English Language Arts

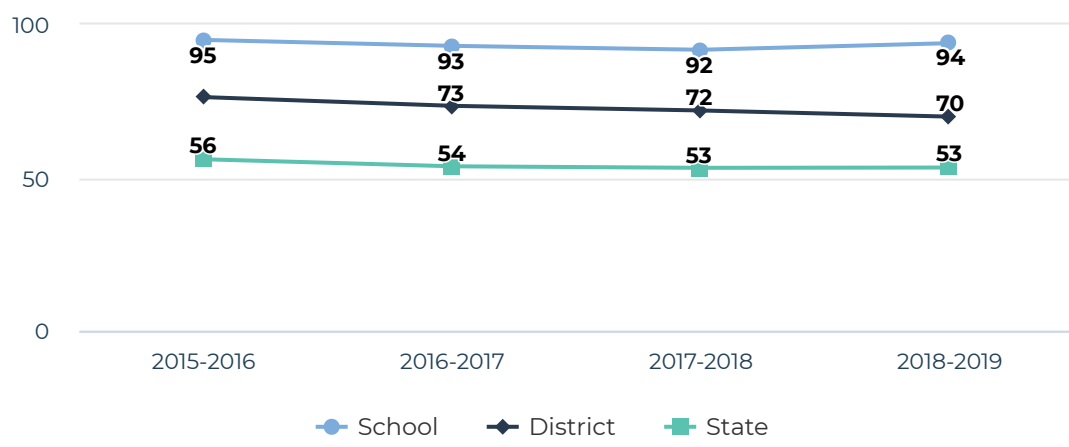
Smarter Balanced - Percentage of Students Meeting Standards





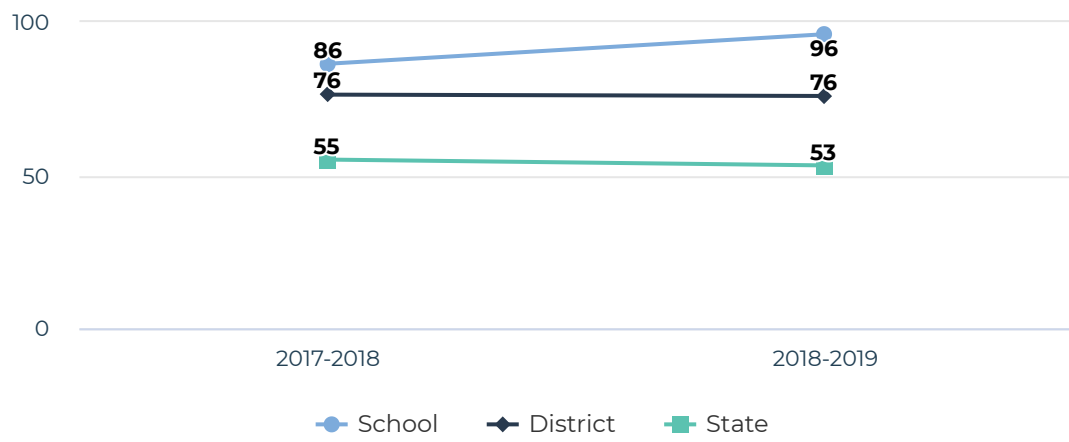
## Mathematics

Smarter Balanced - Percentage of Students Meeting Standards



## Science

WCAS - 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

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 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](http://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](http://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, 2019 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.