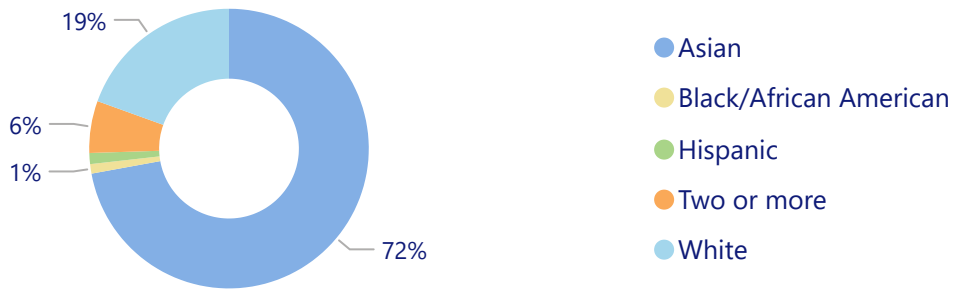
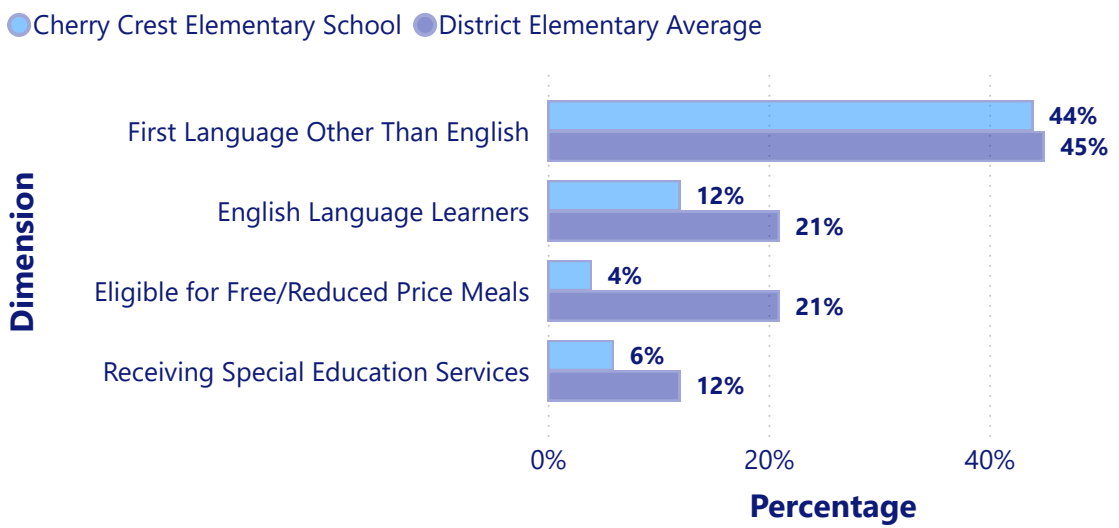
Cherry Crest Elementary School

Racial Diversity



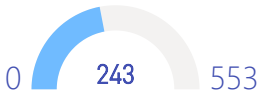
School vs. District Student Metrics



Enrollment: P-5

553

First Language Other Than English



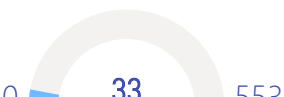
Eligible for Free/Reduced Price Meals



English Language Learners



Receiving Special Education Services



Cherry Crest Elementary School

School Improvement Plan 2024-25

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At Cherry Crest Elementary, we are a dedicated group of educators committed to the success of **all** our **553 students**. Our school community is vibrant and diverse, with students from **32 different language backgrounds**. Additionally, we are home to one of four self-contained **Advaned Learning Programs** offered in our district. We are proud of the strong partnership we have built with our Parent-Teacher-Student Association (PTSA) to support the academic and social-emotional growth of our students.

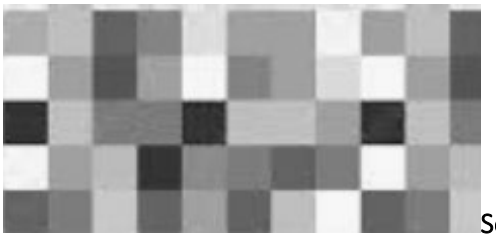
As part of our ongoing efforts to continuously improve, we have developed a comprehensive School Improvement Plan. This plan outlines key strategies and initiatives that will help us better meet the needs of our diverse learners and provide equitable opportunities for all students to thrive.

Some of the focus areas of our School Improvement Plan include:



Personalized Learning Experiences: we are implementing research-backed instructional approaches that allow us to customize the learning experience for each student. This includes the use of adaptive learning technologies that adjust the content, pace, and difficulty level based on each student's individual needs and progress. Students also engage in hands-on, real-world projects that allow them to apply their knowledge and skills in meaningful ways. Additionally, our teachers create lesson plans that are tailored to the unique strengths, interests, and learning styles of the students in their classrooms. By adopting these research-based methods, we are able to ensure that every student receives the personalized support and enrichment they need to thrive.

Enhanced Language Support: Recognizing the linguistic diversity of our student body, we are adjusting our Mulilingual Language Learner (MLL) program and providing equitable access to literacy instruction for MLL students and maximizing MLL student achievement and sense of belonging through Tier I instruction practices. Implementing research-based instructional approaches that allow us to tailor learning to each student's unique needs, strengths, and interests meets our overall goals to provide equitable access to literacy instruction for multilingual learner (MLL) students and maximize MLL student achievement and sense of belonging.





Social-Emotional Learning: We are placing a greater emphasis on developing students' social-emotional skills, such as self-awareness, relationship building, and responsible decision-making, and doing so by teaching students about our Three Rs: Respect, Responsibility, and Readiness. This will be integrated into our curriculum and school culture through targeted lessons, counseling services, and community-building activities. Tier I = second step across grade levels.

Family and Community Engagement: We are committed to strengthening our partnerships with families and the broader community. This involves increasing opportunities for meaningful dialogue, volunteer initiatives, and collaborative problem-solving to support student success. Additionally, we're working closely with our PTSA to create new and engaging community events, after-school clubs, and activities, to support the overall engagement of our entire community. And with this, we support and partner in important PTSA fundraising to ensure that all students have equal access to field trips, curriculum enhancement, and extra support staff for classrooms and focused learning for students.



School Leadership Teams: A unique and strong aspect of Cherry Crest is the immense support of our building leadership teams that work together to provide outstanding guidance for our school's overall mission and vision. **86% of our staff contributes to at least one leadership team** to drive the work toward our purpose and equity imperative.

- **Purpose Statement:** Our Cherry Crest leadership teams are dedicated to ensuring equity through reflective and collaborative practices. We will focus on student and staff well-being, create joyful learning environments, enhance family partnerships, and prioritize humanity. We'll address inequity and racism, provide access for all students, support professional growth, and listen deeply to our community to align decisions with our vision of equity. This commitment will guide all decisions and processes throughout the year, even in challenging times.

We are excited about the positive impact these initiatives will have on our students' academic achievement, personal growth, and overall well-being. We look forward to working closely with you, our valued community members, to make Cherry Crest an even more inclusive, supportive, and thriving learning environment.

Together, we can empower our students to reach their full potential.

School Improvement Plan Priorities

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Learning is joyful, innovative, and built upon student strengths. Passion for learning is ignited by placing student voice and agency at the heart of teaching and learning. With active, engaging, and culturally sustaining learning experiences, students learn to navigate and lead in the complex and ever-changing world.

Priority: Provide engaging, relevant learning experiences that center on student voice and agency

CURRENT LANDSCAPE
Recent enrollment data shows an increase in Multilingual Learner (MLL) students, particularly in the intermediate grades. The data indicates that students in the K/1 grades have stronger literacy performance compared to the intermediate grades. Additionally, more students are leaving the primary grades at standard level than the intermediate grades. MLL students and students with IEPs have lower achievement rates overall. Specifically, the third and fourth grade MLL students scored 79% and 74% respectively, compared to Asian students who make up over half the student body and achieved 83%-93% overall. The overall scores for all students in 3rd and 4th grade were 82% and 88% respectively.
K/1 teachers utilize research-based practices (i.e. UFLI, Heggerty) at Tier 1 level. 3rd/4th grade utilize UFLI/Heggerty at Tier 2 only; currently piloting a morphology program in many classrooms' grades 3-5 to support vocabulary and spelling. When disaggregating SBA data for 4th graders (last year's 3rd grade cohort), we can see that 11 students are "Striving readers" in ELA (1s and 2s). Additionally, of the 11, students who identify as South Asian who are multilingual learners are performing at lower levels as compared to same age peers who are not linguistically diverse. Overall students receiving MLL services have reported high rates of engagement and sense of belonging (80% and 77%), although slightly lower than that of students overall who report 81% favorable for sense of belonging. Students who are low-income report much lower rates as compared to their peers in sense of belonging (64%) and engagement (66%). Students who identify as Asian/MLL report comparable levels of belonging as compared to peers in other subgroups. Students with disabilities report lower levels of belonging/engagement as compared to peers in other subgroups.
Based on the student empathy interviews with third grade Multilingual Learners (MLLs), the following key insights were gathered: • *MLL students expressed that they enjoy working on the Lexia learning platform.* • *MLL students shared that a quiet, distraction-free environment is helpful for their learning.* • *Writing was identified as a challenge area - MLL students did not view themselves as strong writers and did not enjoy writing tasks.* • *MLL students communicated that their families are highly interested in supporting their reading and writing development.*

These insights provide valuable perspectives from the MLL student experience that can inform instructional strategies and interventions to better support this student population.

Student Engagement and Learning

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Student Engagement and Learning Equity Imperative

At Cherry Crest, we believe that all students can become successful readers, particularly our multilingual learners (MLLs), and we are committed to providing equitable access to literacy instruction. By leveraging our strong community engagement, diverse student population, and existing Tier 1 literacy practices, we will implement an asset-based approach to maximize MLL student achievement and foster a sense of belonging. Our action steps include engaging MLL families, enhancing current literacy practices, differentiating instruction, providing targeted professional development, creating inclusive opportunities for cultural expression, and continuously monitoring our progress to ensure that we meet the unique needs of our MLL students.

Key Improvement Strategies

Key Strategy #1: Schoolwide Literacy and Language Focus (Professional Development and Professional Learning Community)

- Instructional Leadership Team (Tier I strategies) providing targeted professional development to support language and literacy best practices
- Grades 3-5 are piloting Morpheme Magic and Morphemes for Little Ones (connecting to the Science of reading)
- Using language and literacy interdisciplinary framework across grade levels (District resource)
- ARC training and collaboration as a staff
- MLL Facilitator providing research about science of reading for MLLs and oral language development best practices for Tier I.
- Reading League Conference – Admin and ILT/Building Leadership Team teachers attending to better guide professional learning to support our equity imperative and to support educators at Cherry Crest strength their Tier I literacy instruction.
- Strengthening PLCs by providing guidance and structure to support literacy instruction

Key Strategy #2: Literacy Differentiation and MTSS Schoolwide Supports (Data Analysis and Action)

- Data digs and support analyzing the information to better understand the assets and opportunity gaps
- MLL push-in support and co-teaching cycles for identified students
- Language strategies and visuals for students (such as, charts, graphic organizers, vocabulary posted)
    - Strategies and modeling will occur during professional developments led by the Instructional Leadership Team and Instructional Technology Curriculum Leader (ITCL) to build capacity of our educators to support student learning.
- Utilizing MTSS created resource maps to align student needs to align with District curriculum
    - Heggerty, UFLI, Lexia, Morpheme Magic

Key Strategy #3: Literacy Family Outreach

- Newsletter highlights and resources for families to connect with our new ARC curriculum and to support literacy efforts at home.
- March is PTSA Literacy Month at Cherry Crest to align with Read Across America. Along with readathon and the Book Fair, our Cherry Crest Building Leadership Team will brainstorm creative solutions for engaging families in literacy to support their student(s) at home (For example, suggestions include, literacy drop-ins, family read-in opportunities, or literacy strategies and learning sent home).
- K-4 teachers are required to send letters and/or intervention plans to families to support students who are below grade level standard, to partner and engage in the intervention process for students.

Monitoring and Measuring Success

MONITORING SUCCESS	
	*SATELLITE Data* We will review SBA data in the spring. We will increase our overall SBA scores this year in third and fourth grade, in particular for our MLLs, increasing from 74% to 78% in third grade and 79% in 83% in fourth grade.
	*MAP Data* We will review our Panorama, DIBELS, TRC, and STAR data for grades 3-5, with a goal to increase percentage scores by a minimum of 4%.
	*STREET Data* Leveraging the insights gained from the book study, the Racial Equity and Inclusion Team will partner closely with the Building Leadership Team to chart the next steps for collecting meaningful "street data" on our students and families. This data will provide invaluable guidance as we work to refine our practices and better support the academic and social-emotional needs of all learners. The findings from this data collection process will be instrumental in informing our school's continuous improvement efforts and ensuring equitable outcomes for every student. **In the winter and spring, our Building Leadership Team and Racial Equity and Inclusion Team, will work together to complete empathy interviews and family surveys, and listening sessions with both students and families focusing on student and family experiences in literacy instruction.** Our school's Racial Equity and Inclusion Team is engaging in a collaborative book study using the text "Street Data" by Jamila Dugan and Shane Safir. This in-depth exploration will guide critical professional learning and dialogue among our leadership teams and colleagues. The goal is to deepen our understanding of the impact and importance of monitoring student progress through a focal student strategy.

Sustainability

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Priority: Engage students and stakeholders in the design and implementation of an environmental sustainability plan. At Cherry Crest, we aim to include students in the creation of these goals and consulted with a student-created sustainability group called, SOAP (Students Organized Against Pollution).



Goal: Reduce food waste and increase access to healthy foods for communities in need through implementation of a Food Share Program.

Actions:

1. Education and Awareness

o Workshops for Kids: Organize interactive sessions to teach students about food waste, its impacts, and the importance of food sharing.

o Visuals in the Cafeteria: Create posters and infographics that illustrate what food waste means and how students can help reduce it.

2. Green Team Involvement

o Monitoring and Support: Have the Green Team regularly monitor food waste and provide suggestions to students. This can include tips on saving food and making healthier choices.

o Peer Mentorship: Green Team members can assist younger students with sorting leftover food and understanding how to participate in the Food Share Program.

3. Community Engagement

o Monthly Donation Tracking: Keep a visible log of food donations made through the program. Share the total with students and families monthly to highlight the impact.

o Impact Sharing: Create newsletters or bulletins that share success stories, the amount of food saved, and how it's benefiting the community.

Monitoring and Measuring Success:

· Weekly Assessments: Review the amount of food being saved and donated on a weekly basis.

· Monthly Impact Reports: Compile and share data with the school community to encourage ongoing participation.

Goal:

The school will implement a program to regularly recycle hard-to-recycle materials, such as plastic film, wrap, and packaging, that are brought or used on campus. This initiative will help lower the amount of waste sent to landfills and contribute to creating a more sustainable community.

Actions:

1. Recycling Initiatives

o Plastic Wrap Recycling Program: Set up designated bins for plastic wrap and promote a family/community drive to collect more plastic materials.

o Education on Sorting: Conduct workshops that teach students how to sort materials, specifically targeting pouches, wrappers, and chip/snack bags.

2. Green Team Engagement

o Resource Sharing: The Green Team can distribute informational flyers or host events to educate families about recycling practices and the importance of reducing plastic waste.

o Community Challenges: Organize friendly competitions to see which class can collect the most recyclables.

3. Awareness Campaigns

o Visual Campaigns: Use posters and digital displays to inform about what can be recycled and how it benefits the environment.

o School Events: Host events like “Recycling Days” where families can bring in recyclable materials and learn more about the program.

Monitoring and Measuring Success:

· Regular Collection Logs: Track the number of recyclable materials collected weekly.

· Feedback Surveys: Conduct surveys with students and families to assess their awareness and participation in recycling efforts.

Conclusion:

By implementing these structured actions and monitoring strategies, the initiatives can significantly impact both food waste reduction and recycling efforts within the school community. Keep encouraging participation and celebrate successes to maintain enthusiasm.

A Note About Data

A variety of data sources are utilized to measure learning and success on goals. District leaders have worked with renowned educator, consultant, and author Shane Safir, on various sources for measuring learning and educational goals. In her work on educational equity and data-informed decision making, the terms "Street data," "Satellite data," and "Map data" refer to different types of information that provide varying perspectives on student learning and school improvement.

Street Data

"Street data" refers to qualitative, ground-level information that is gathered from direct interactions with students, families, and educators. This type of data is rich in context and personal experiences, often collected through empathy interviews, focus groups, observations, and other narrative methods. Street data captures the lived experiences, voices, and stories of those within the school community, offering deep insights into the nuances of school culture, student engagement, and individual learning journeys. It emphasizes the importance of understanding the human side of education and using this understanding to drive meaningful change.

Satellite Data

"Satellite data" represents quantitative, high-level information that provides a broad overview of school or district performance. This type of data includes standardized test scores, graduation rates, attendance figures, and other traditional metrics commonly used to assess academic achievement and operational efficiency. Satellite data offers a macro perspective, allowing educators and policymakers to identify trends, compare performance across different schools or districts, and make data-driven decisions at a systemic level. However, it often lacks the contextual depth needed to understand the underlying causes of these trends.

Map Data

"Map data" bridges the gap between street data and satellite data by providing a middle layer of information that combines both qualitative and quantitative elements. This type of data includes school climate surveys, formative assessments, student work samples, and other tools that offer a more detailed and contextualized view of student learning and school environments. Map data helps educators and leaders to connect the broad patterns observed in satellite data with the specific insights gained from street data, facilitating a more holistic and nuanced approach to school improvement and student support.

By integrating street data, satellite data, and map data, educators can develop a comprehensive understanding of their schools and communities, leading to more effective and equitable educational practices.

Satellite Data: Student Well-Being

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Student Well-Being

	Sense of Belonging (Grades 3-5)		Student Engagement (Grades 3-5)	
Student Groups	Spring 2024	Spring 2025	Spring 2024	Spring 2024
All Students	77%		81%	
Asian	78%		81%	
Black/African American	*		*	
Hispanic	*		*	
Multi-ethnic	72%		77%	
White	*		*	
Students with Disabilities	*		*	
English Learners	77%		80%	
Low Income	64%		66%	

Satellite Data: Literacy

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The Smarter Balanced Assessment (SBA) is a state-required test used as one measure of students' proficiency in English Language Arts (ELA) and mathematics. The Smarter Balanced Assessment is aligned with the Common Core State Standards, utilizing computer-based tests and performance tasks.

Grade 3: Percentage of students meeting or exceeding standards on SBA English Language Arts					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grade 3	**94%**	**96%**	**92%**	**82%**	
Asian	97%	94%	96%	83%	
Black	*	*	*	n/a	
Hispanic	*	*	*	*	
Multi-Ethnic	*	*	*	*	
White	*	*	n/a	n/a	
Low Income	n/a	n/a	n/a	n/a	
English Learners	92%	100%	89%	74%	
Students with Disabilities	*	*	*	*	

Grade 4: Percentage of students meeting or exceeding standards on SBA English Language Arts					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grade 4	**95%**	**92%**	**93%**	**88%**	
Asian	96%	97%	93%	93%	
Black	n/a	*	*	*	
Hispanic	*	*	*	*	
Multi-Ethnic	*	*	*	90%	
White	*	n/a	n/a	n/a	
Low Income	n/a	n/a	n/a	n/a	
English Learners	94%	86%	94%	79%	
Students with Disabilities	*	*	*	*	

Grade 5: Percentage of students meeting or exceeding standards on SBA English Language Arts					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grade 5	**95%**	**95%**	**96%**	**94%**	
Asian	99%	95%	96%	94%	
Black	*	*	*	*	
Hispanic	*	*	*	*	
Multi-Ethnic	*	*	*	100%	
White	n/a	n/a	n/a	*	
Low Income	n/a	n/a	n/a	n/a	
English Learners	94%	96%	93%	100%	
Students with Disabilities	*	*	*	*	

Satellite Data: Math

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Grade 3: Percentage of students meeting or exceeding standard on SBA Math					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024*	Spring 2025
All Grade 3	**93%**	**97%**	**91%**	**89%**	
Asian	95%	98%	96%	91%	
Black	*	*	*	n/a	
Hispanic	*	*	*	*	
Multi-Ethnic	*	*	*	75%	
White	*	*	n/a	n/a	
Low Income	n/a	n/a	n/a	n/a	
English Learners	89%	93%	83%	89%	
Students with Disabilities	*	*	*	*	

Grade 4: Percentage of students meeting or exceeding standard on SBA Math					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024*	Spring 2025
All Grade 4	**98%**	**94%**	**96%**	**89%**	
Asian	100%	97%	99%	93%	
Black	*	*	*	*	
Hispanic	n/a	*	*	*	
Multi-Ethnic	*	*	*	90%	
White	*	n/a	n/a	n/a	
Low Income	n/a	n/a	n/a	n/a	
English Learners	94%	89%	94%	74%	
Students with Disabilities	*	*	*	*	

Grade 5: Percentage of students meeting or exceeding standard on SBA Math					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024*	Spring 2025
All Grade 8	**91%**	**93%**	**87%**	**91%**	
Asian	96%	95%	96%	93%	
Black	*	*	*	*	
Hispanic	*	*	*	*	
Multi-Ethnic	*	*	*	90%	
White	n/a	n/a	n/a	*	
Low Income	n/a	n/a	n/a	n/a	
English Learners	82%	93%	68%	94%	
Students with Disabilities	*	*	*	*	

Satellite Data: Attendance

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Regular school attendance is essential for high school students' success and future opportunities. Consistent attendance is linked to better academic performance, higher graduation rates, and greater career prospects, making it a critical component of a successful high school experience.

Attendance- % of Students Attending School Regularly (at school 90% of the time)

Student Groups	18-19 School Year (pre-pandemic)	23-24 School Year	2024-25 School Year
All students	**90%**	**91%**	
Asian	90%	91%	
Black	*	*	
Hispanic	85%	92%	
Multi-ethnic	90%	95%	
White	*	*	
Students with Disabilities	n/a	n/a	
English Learners	92%	92%	
Low Income	91%	88%	