



Continuous School Improvement Plan 2026–2029



Cherrydale Primary

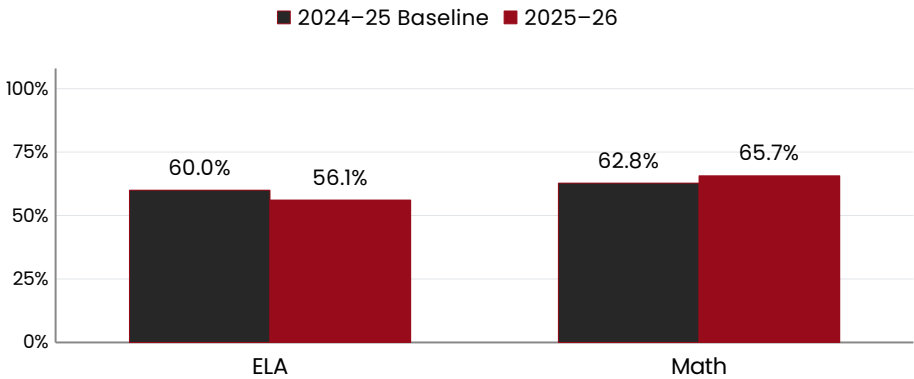
Purpose: Our 2026–2029 plan connects school goals and action steps to the district Strategic Plan through Systems, Culture, and Learning.

Systems	Culture	Learning
Align resources, routines, and supports to meet student needs.	Build positive relationships, belonging, family engagement, and collaboration.	Strengthen core instruction and use evidence to support every student’s learning.

Student Learning and Attendance

Schoolwide Assessment Results

Percentage Meeting Standard • SBA ELA and Math



Regular Attendance

Schoolwide • All Students

School Year	Attendance Rate
2025-26	89.0%
2024-25	86.1%

Goal 1 • MTSS | Learning

By June of 2029, Cherrydale will strengthen and consistently implement a schoolwide MTSS process that ensures students have access to grade-level core instruction and receive timely, targeted support based on their identified needs, decreasing the number of students needing Tier 2 and Tier 3 supports.

Action Steps

- Implement consistent, grade-level, standards-aligned Tier 1 instruction using district-adopted curricula within protected literacy and math instructional blocks so all students have meaningful access to core content.
- Conduct non-evaluative learning walks during protected literacy and math instructional blocks to gather evidence of curriculum implementation, student access to core content, and consistency across classrooms.

Goal 2 • English Language Arts and Mathematics | Learning

By June of 2029, Cherrydale will increase the percentage of students demonstrating grade-level proficiency in English Language Arts and Mathematics by 8%, as measured by the end-of-year assessments.

Action Steps

- Implement consistent, grade-level, standards-aligned Tier 1 instruction using district-adopted curricula within protected literacy and math instructional blocks so all students have meaningful access to core content.
- Implement UFLI Foundations and Word Origins with fidelity to the recommended sequence, instructional routines, and pacing in the applicable grade levels.

Action Steps

- Provide professional learning and collaborative opportunities focused on Building Thinking Classrooms and other instructional practices to increase students' mathematical reasoning, problem solving, and engagement in math.

Goal 4 • Family Engagement | Culture

By June of 2029, Cherrydale will strengthen and expand family engagement practices that create accessible and meaningful opportunities for families to connect with the school, as evidenced by a 10% increase in family participation at schoolwide family engagement events from our 2025-2026 baseline.

Action Steps

- Develop and use a variety of communication formats, including newsletters, videos, ParentSquare messages, and other accessible formats to share information and opportunities for families to engage with Cherrydale.
- Provide families with brief opportunities to share feedback following schoolwide family engagement events to learn what was valuable, what could be improved, and what additional opportunities families would find meaningful.
- Review participation and family feedback to identify patterns in who is engaging, barriers to participation, and opportunities to improve future family engagement experiences.

Goal 5 • Behavior Expectations | Systems

By June of 2029, Cherrydale will strengthen and consistently implement schoolwide behavior expectations and response practices that increase predictability and support for students, as evidenced by a 10% decrease in discipline referrals and radio calls for support from the 2025-2026 baseline school data.

Action Steps

- Review and revise the schoolwide expectations matrix to clearly define expected behaviors across common settings and establish consistent language for teaching and reinforcing expectations.
- Develop and implement a schoolwide expectations video and reteaching routine that can be used at the beginning of the year, following extended breaks, and when new students and families join Cherrydale.