



School Improvement Plan Cherry Crest Elementary 2022-23



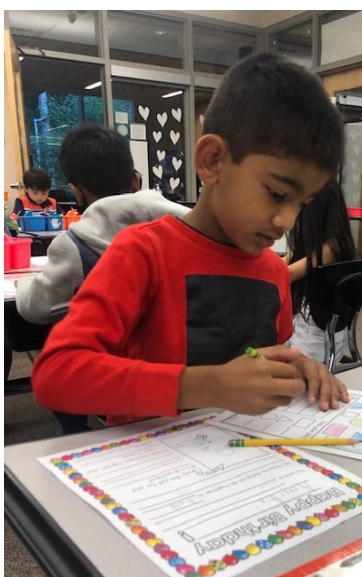
Bellevue School District Vision

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

Providing school and classroom environments where all students feel a sense of belonging can increase academic success and well-being. Schools have increased students' sense of belonging by engaging students in the conversation and in the creation and leading of strategies and improvements.

Sense of Belonging Measures and Targets

Increase percentage of students reporting a sense of belonging on the Panorama student survey from Spring 2022 to Spring 2023, with a reduction in subgroup disparities.

Panorama Survey School Climate Domain - Sense of Belonging Percentage Favorable (Grades 3-5)							
Student Groups	Fall 2017	Fall 2019	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Spring 2022 – Spring 2023 Change
All Students	74% (365)	76% (337)	79% (150)	79% (304)			
Asian	78% (203)	76% (214)	77% (112)	78%			
Black	*	*	*	*			
Hispanic	*	*	*	*			
Multi-ethnic	64% (18)	76% (15)	87% (11)	84%			
White	69% (97)	77% (95)	85% (21)	80%			
Students with Disabilities	69% (10)	78% (16)	*	64%			
English Learners	*	*	*	77%			
Low Income	*	*	*	81%			

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 fall to spring Panorama results show little to no gain and some declines across subgroups. Unfortunately, we had incomplete data from the fall with only ½ of students able to complete the survey within the testing window. By spring, student responses were collected from all classrooms but comparisons over time remain challenging.

In late May and June of 2022, Cherry Crest administrators and counseling staff conducted student focus groups meeting with small groups of 4 – 6 students from each grade level to better assess Sense of Belonging and tease out areas for improvement. Student feedback indicated that students feel known by teaching staff and safe in classrooms. They also indicated that lunchtime and recess are parts of the day when sense of belonging and social emotional security is most challenged. Elements of these focus groups propelled changes to some of our key strategies in 2022-23.

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. Cherry Crest continues to promote and utilize these meetings to build community and develop strategies for sharing feelings and working on ways to support classmates throughout the day. Furthermore, we are leveraging morning meetings as areas for students to discuss challenges at lunch and recess and practice problem solving in restorative circles and conversations.
- **Vertical Teaming & Learning Buddies** – Each Cherry Crest staff member is part of a Charger House. These houses are vertical Professional Learning Communities (PLC) committed to enhancing staff culture and climate in the building (an area of growth identified in the winter 2022 staff survey). Vertical learning buddies are a student-centered outcome of our Charger Houses where students in an older classroom (grades 3 – 5) adopt students in a younger classroom for the purposes of community building and learning. Activities include shared reading, coding, engineering design projects and more. Office and support staff from each Charger House also contribute to learning buddies. For example, our office manager, Mrs. Kramer visited swapped roles with a first-grade teacher for a read-a-loud with her students.
- **Community Building Through Our Cultural Calendar** – This year, we will continue whole school virtual assemblies and school/classroom opportunities for students & staff to celebrate our diverse cultures, heritage, and identity. The Student Voice Impact Team intentionally involve students and families in the design and delivery of our varied recognitions and cultural celebrations through the year.
- **Positive Behavior and Intervention Supports (PBIS)** – Students learn common schoolwide expectations and processes through explicit teaching, modeling and reinforcement in September and throughout the year. The Cherry Crest PBIS Impact Team is leveraging the data and student voice from last spring's Student Focus Groups to drive our PBIS efforts. In particular, this fall students are being incentivized to model the 3 Rs (Respectful, Responsible, Ready) at lunch and recess and are rewarded with Charger Tokens to earn grade level rewards.
- **Other Strategies We're Implementing This Year** –
 - Partnering with PTSA to enhance family engagement opportunities throughout the year to coordinate efforts with schoolwide themes (i.e. Parent presentations for Diwali)
 - Primary students invited to participate in afternoon reading buddy program with a group of current high school students (Cherry Crest alumni) and our school counselor
 - Collaborating with our school counselor for lessons catered to building classroom community
 - Connecting local and global community membership during morning meetings in the classrooms (i.e. Bringing current news to our classroom circles)
 - Involve families in SEL: Inviting families to complete the Dassa screener at home.

Student Well-Being Priority: Social-Emotional Learning

There was much joy in the return to in-person learning last year. At the same time, the learning environment was not the same and required many health measures, such as masking and distancing to prevent the spread of COVID. Social-emotional learning has taken front stage in terms of student needs and will continue to be a high priority this year. Most evident is the need for embedded SEL in all classrooms, while also providing specific time and space for SEL lessons. 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.

Social-Emotional Learning Measures and Targets

Increase social-emotional competencies from Fall 2022 to Spring 2023.

Grades 3-5: Panorama Social-Emotional Learning Survey							
Social Emotional Competency	Fall 2020 (n=348)	Spring 2021 (n=345)	Fall 2021 (n=166)	Spring 2022 (n=309)	Fall 2022	Spring 2023	Spring 2022 – Spring 2023 Change
Self-Management	81%	83%	83%	83%			
Social Awareness	77%	79%	76%	75%			
Self-Efficacy	75%	77%	72%	75%			
Emotional Regulation	58%	60%	50%	55%			

Data Reflection

Spring 2021 to spring 2022 SEL competency scores for Cherry Crest students showed little to no growth (self-management and self-efficacy) and dipped 4% and 5% for Social Awareness and Emotional Regulation respectively. We attribute some of this to students learning virtually or in small classes of 8-15 in 2021. The 2022 school year saw class sizes return to 20-30 and students learning in person all day. It is not surprising that emotional regulation decreased. As a result, we reexamine and redouble our efforts at explicit SEL instruction, intervention and support.

Key Strategies / Adjustment

- **Social Emotional Learning (SEL) for All Students:** Cherry Crest teachers have access to improved Tier 1 SEL curriculum and practices for students in all classrooms. In addition to RULER and CASEL competencies, the 2nd Step Digital SEL upgrade provides improved and engaging lessons for students in K-2 as well as access for 3 – 5 teachers. Our school counselor collaborates with grade level teams in providing monthly classroom instruction promoting social emotional competencies and social skill development.
- **Small Group and Individual Counseling Support:** Based on student reported SEL data, our school counselor organizes small groups to help students increase social emotional competencies. This year, we are adding individual supports in partnership with a counselor from the Mental Health Assistance Team (MHAT) and will be implementing MT(MD)SS screening to identify students in need of tier 2 support.
- **Multi-Tiered Systems of Support (MTSS) for Social Emotional Learning** – Cherry Crest teacher professional development in 2022-23 is focused on the promising practice of MTSS with an emphasis on strong delivery of Tier 1 instruction for literacy, mathematics, behavior and social emotional learning. Our teaching staff administer the Dessa Screener to determine individual SEL needs and then work collaboratively with the MTSS Impact Team to analyze and implement 6-8 week intervention cycles for students at risk. The school and MHAT counselors come alongside identified students teaching explicit skills for emotion regulation, growth mindset, and problem-solving skills.

Other Strategies we are working to implement this year based on data –

- Suggested parent education events centered on RULER strategies.
- Grade level assemblies and education about emotional regulation.

- Volunteering to spend more time with students outside the classroom—build relationships and opportunities for genuine learning moments to strengthen emotional regulation.

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: Literacy

Early literacy will be a priority, with professional development and support provided to all K-2 educators to implement science of reading and evidence-based interventions.

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 2022 to Spring 2023, with a focus on equitable outcomes for subgroups.

Subgroup	Grades 3-5: Star Reading Proficiency and Growth					
	Star Reading % Proficient			Star Reading % Typical/High Growth		
	Spring 2021	Spring 2022	Spring 2023	Fall 2020-Spring 2021	Fall 2021-Spring 2022	Fall 2022-Spring 2023
All	91% (354)	94% (318)		78% (353)	74% (310)	
Asian	93% (233)	97% (212)		78% (233)	69% (207)	
Black	*	*		*	*	
Hispanic	60% (10)	80% (10)		50% (10)	*	
Multi-Ethnic	90% (20)	100% (21)		80% (20)	85% (20)	
White	89% (89)	87% (70)		81% (88)	84% (69)	
Low Income	60% (10)	79% (14)		80% (10)	80% (15)	
English Learner	36% (14)	67% (12)		86% (14)	82% (11)	
Students with Disabilities	75% (12)	79% (14)		83% (12)	92% (13)	
Female	90% (178)	92% (155)		78% (177)	74% (154)	
Male	91% (176)	96% (163)		78% (176)	73% (156)	
Advanced Learning	98% (235)	100% (207)		77% (235)	70% (204)	
Traditional	76% (119)	83% (111)		81% (118)	81% (106)	
Grade 3	96% (116)	92% (92)		84% (116)	74% (86)	
Grade 4	88% (121)	94% (113)		75% (120)	73% (113)	
Grade 5	89% (117)	96% (113)		75% (117)	74% (111)	

Data Reflection

Overall, Cherry Crest students experienced high levels of proficiency and growth as reported by STAR in Spring 2022 with the overall literacy proficiency rate increasing 3% to 94% overall. There is much more to this data story when we examine disaggregated subgroup data:

- Students in our traditional program experienced a 7-point increase in proficiency. Advanced Learning proficiency only increased 2% but ran into the ceiling of 100%! Not too shabby at all!

- Racial Sub group scored increased for every group except white students which dropped by 2% to 87% from 89%.
- Our Hispanic students experienced significant growth (60 to 80%)
- We celebrate our students identifying as Multi Ethnic where 100% or all 21 students in this group met standard!!
- Students receiving English Learner Services nearly doubled from 36% to 67%!!

Student growth data also tells a story at Cherry Crest.

- We celebrate that 92% of our students with disabilities recorded typical or high growth back in person in 2022 (up 9% from 2021).
- 81% of students in the traditional (general education) program exhibited typical/high growth (as compared to 67% nationally) while growth proficiency for students in the Advanced Learning program was at 70% (3% above the national norm).

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 professional development and cycles of continuous improvement. Interventions are designed around data and skill building lessons with content from Lexia and Amplify and teacher training and delivery of Heggerty & LETRS.

Other Strategies we are working to implement this year based on data –

- MTSS Impact Team working to streamline and prioritize the amount of data educators collect and review to maximize use of and action based on quantitative screener and summative assessment data.

Academic Success Priority: Math Proficiency

Math proficiency will continue to be a high priority at all levels, based on student outcome data. Key instructional strategies center on deepening implementation of the Illustrative Math curriculum and culturally responsive and inclusive practices, such as language routines.

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 2022 to Spring 2023, with a focus on equitable outcomes for subgroups.

Subgroup	Grades 3-5: Star Math Proficiency and Growth					
	Star Math % Proficient			Star Math % Typical/High Growth		
	Spring 2021	Spring 2022	Spring 2023	Fall 2020-Spring 2021	Fall 2021-Spring 2022	Fall 2022-Spring 2023
All	84% (283)	89% (249)		72% (135)	76% (239)	
Asian	92% (177)	94% (161)		69% (86)	75% (154)	
Black	*	*		*	*	
Hispanic	50% (10)	*		*	*	
Multi-Ethnic	82% (17)	94% (18)		*	71% (17)	
White	70% (77)	81% (58)		79% (39)	79% (57)	
Low Income	45% (11)	58% (12)		*	79% (14)	
English Learners	30% (10)	83% (12)		*	91% (11)	

Students with Disabilities	40% (10)	73% (11)		*	91% (11)	
Female	85% (139)	83% (125)		69% (68)	76% (123)	
Male	83% (144)	94% (124)		75% (67)	76% (116)	
Advanced Learning	99% (179)	99% (139)		73% (80)	74% (133)	
Traditional	59% (104)	76% (110)		71% (55)	79% (106)	
Grade 3	87% (117)	96% (89)		73% (113)	75% (85)	
Grade 4	88% (108)	91% (116)		68% (22)	75% (116)	
Grade 5	71% (58)	70% (44)		*	82% (38)	

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

Cherry Crest students experienced significant growth in proficiency levels in math as reported by the STAR spring scores of 2022 compared to spring of 2021.

- Overall student proficiency increased year over by 5% from 84% to 89%.
- Advanced Learning Proficiency remained high at 99% while students in the traditional program experienced an astonishing 17 percentage point increase! The State based Smarter Balanced Assessment (SBA) Math scores for all students were even higher with 97%, 94% and 93% in grades 3,4, & 5 respectively.
- Every single racial subgroup demonstrated growth with Multi ethnic increasing by 12%
- Low income jumped 13%
- ELL jumped a whopping 53% from 30% to 83%!!
- Students with IEPs increased from 40% to 73%!

We attribute much of this growth to the fidelity of implementation of a new mathematics curriculum, Illustrative Mathematics. The curriculum is aligned to Common Core Math Standards and provides rich opportunities for student discourse and mathematical meaning making. Teacher feedback on the program was positive and student assessment results confirmed the positive sentiments.

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 continued growth and proficiency.
- **Interventions Through Multi-Tiered Systems of Support** – Students receive targeted interventions provided by educators as part of the MTSS professional development and cycles of continuous improvement. Educator professional development through an MTSS lens supports strong Tier 1 math instruction with subsequent interventions designed around data and skill building lessons. In 2022-23, the Imagine Math adaptive app provides students with differentiated math challenges and supports.
- **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** – A school based multi-lingual language (MLL) facilitator provides expertise and support to our MLL students and staff members serving these students and families. Teacher Professional development and co-teaching support is focused on embedding math language routines (MLRs) in the new math curriculum to improve learning and growth for all students.

Other Strategies we are working to implement this year based on data –

- “Math talk” training
- Family Partnerships around K-2 Literacy Interventions

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

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.

Family Subgroups	Percentage of Favorable Responses on Family Engagement Survey								
	Informed			Supported			Empowered		
	Spring 2021	Spring 2022	Spring 2023	Spring 2021	Spring 2022	Spring 2023	Spring 2021	Spring 2022	Spring 2023
All Students	53% (252)	59% (205)		54% (252)	58% (205)		54% (252)	59% (205)	
Asian	59% (159)	59% (118)		61% (159)	57% (118)		61% (159)	61% (118)	
Black	*	*		*	*		*	*	
Hispanic	*	*		*	*		*	*	
Multi-ethnic	41% (13)	53% (18)		43% (13)	50% (18)		43% (13)	39% (18)	
White	39% (69)	57% (62)		36% (69)	61% (62)		38% (69)	58% (62)	
Students with Disabilities	76%	*		66%	*		66%	*	
English Learners	62% (26)	77% (22)		68% (26)	71% (22)		69% (26)	67% (22)	
Low Income	*	*		*	*		*	*	

*Data suppressed due to small group size, in order to protect student privacy.

Data Reflection

- Family engagement results varied dramatically for Cherry Crest families from spring 2021 to spring 2022. For all students there were modest jumps for families feeling informed (+6%), feeling supported (+4%) and feeling empowered (+5%). However the subgroup data is much more disjointed
 - Feelings of white families improved dramatically in all areas by double digits.
 - Our Multi-ethnic families reported increases in feeling informed (+12%) and supported (+7%) yet felt less empowered (-4%)

- Our ELL family experience increased significant in two of three categories (informed and supported) and slipped a bit for empowered.

Key Strategies / Adjustment

- **PTSA Partnership and Family Engagement Emphasis.** A year of virtual learning and last year's COVID mandates (masking and distancing) created isolation and distance between families and the schoolhouse. With mandates lifted, our school and PTSA are strongly partnering to offer and encourage families to return to the schoolhouse. These efforts include:
 - Teacher Meet and Greet on campus in August coupled with PTSA sponsored tables and schoolwide treats.
 - Parent Social and Activities Fair following Curriculum Night Teacher presentations.
 - Grade Level Parent Dinners in October before parent/teacher conference week.
 - Vast increase in Parent/Family volunteer opportunities in the classroom, at lunch, at recess, and on field trips.
 - Routine Virtual Principal Chats informed by parent questions and topic suggestions.
 - Parent education events co-hosted by Cherry Crest Staff and PTSA leadership.
 - PTSA supported and sponsored events and celebrations such as Family Engineering Night and Festival of Cultures.
- **Family Engagement via the MTSS process.** Teacher Professional development and processes informing and engaging families at the individual level as related to their child's progress and intervention support for academics, SEL and behavior.

Other Strategies we are working to implement this year based on data –

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Creators of Their Future World

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

PreK-12 education in the Bellevue School District will prepare each and every student to be a creator of their future world. The creator of their future world will think critically, problem solve collaboratively, communicate effectively, and take action for positive change of local and global issues.

The entry point or lever into this effort will be global competency. Global competence as defined by the Global Competence Task Force¹, is *the capacity and disposition to understand and act on issues of global significance*. These four domains further define global competency:

Global Competencies

1. **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
2. **Recognize perspectives, others' and their own**, articulating and explaining such perspectives thoughtfully and respectfully.
3. **Communicate ideas effectively with diverse audiences**, bridging geographic, linguistic, ideological, and cultural differences.
4. **Take action to improve conditions**, viewing themselves as players in the world and participating reflectively.

[Mansilla 2012](#)

Priority Global Competency Targets

Shared Vision: Develop a shared vision and understanding of global competency with stakeholders

Key Strategies / Adjustment

- Providing **staff education and professional development** related to the Global Competency Framework; eliciting ideas and opportunities for our school and classrooms to think globally and act locally.
- **Schoolwide Sister School Project and School Supply Drive** supporting partner schools in Uganda. We are also exploring additional opportunities for our students and staff to build relationships and learn from the students and staff at select schools in Uganda.
- Key partnership with Cherry Crest PTSA planning and producing the February 2023 **Family Engineering Night** with a large focus on students and families innovating together through the application of the engineering design process.
- PTSA supported **Curriculum Enhancement** activities focused on students understanding local and global problems and innovating for new solutions (i.e. Garbage/Recycling, Compass Orienteering, Water Treatment)

Other Strategies we are working to implement this year based on data –

- 2nd Grade is working with CE to create a community project (looking into partnering with Seattle Children's Hospital). It is still very much a work in progress, but it would connect to Social Studies as well as Creators of their Future World.
- Using culturally responsive books to introduce different perspectives and discuss actions for impact
- Explicitly call out where we do this continuously: SEL, CommUNITY work, Collective-collaborative
- Real-life application of learning and concepts: math, SS and Sci.
- Realign and adjust current practices to highlight and communicate application of these skills
- Currently sending/sharing Newsletters: to community from educator and admin

¹ Global Competence Task Force—a group of state education agency leaders, education scholars, and practitioners—under the auspices of the Council of Chief State School Officers EdSteps initiative (CCSSO-EdSteps) and the Asia Society Partnership for Global Learning.

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.

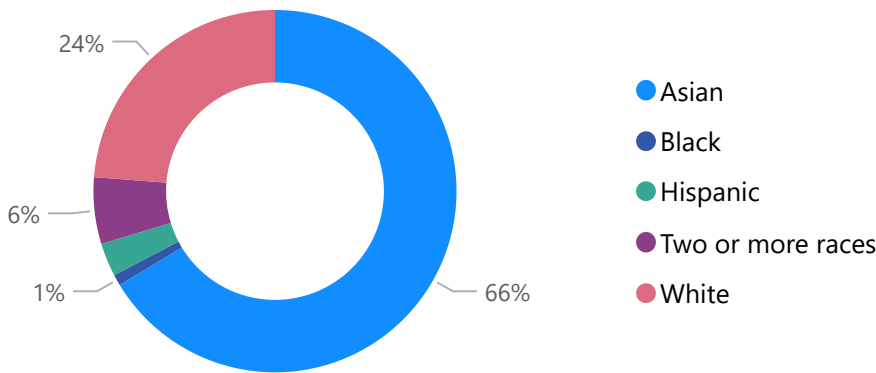
12400 NE 32nd St
Bellevue, WA 98005

<http://www.bsd405.org/cherrycrest>
425-456-4900
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Programs Offered

Advanced Learning

Racial Diversity



School & Student Characteristics ¹

	Cherry Crest Elementary School	District Elementary Average ²
Enrollment (10/1/2021)	542	435
Average Attendance Rate	94%	93%
Eligible for Free/Reduced Price Meals	4%	17%
Receiving Special Education Services	3%	8%
English Language Learners	13%	25%
First Language Other Than English	41%	44%
Mobility Rate ³	7%	16%

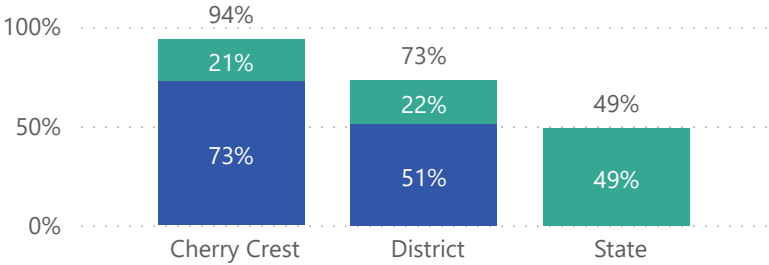
Summary of Student Achievement

State Assessment Results for Grades 3-5 (Spring 2022)

Percentage of Students Meeting / Exceeding Standards

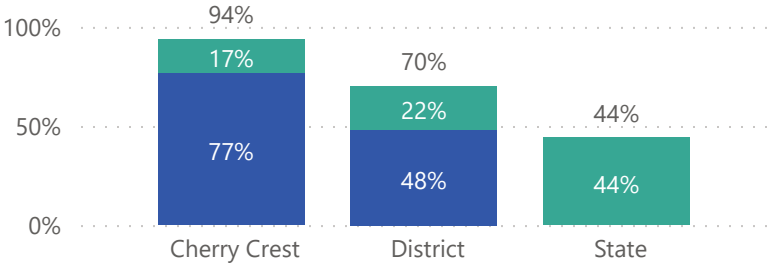
SBA: English Language Arts

● Exceeds Standards ● Meets Standards



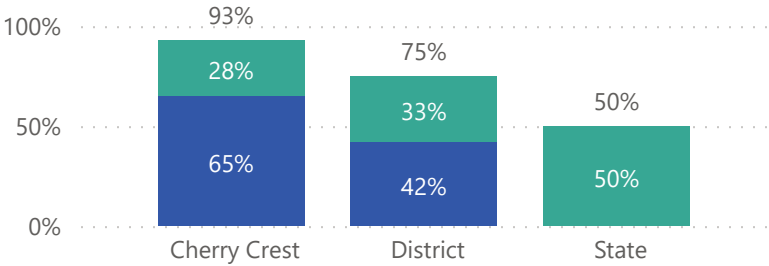
SBA: Math

● Exceeds Standards ● Meets Standards



WCAS: Science

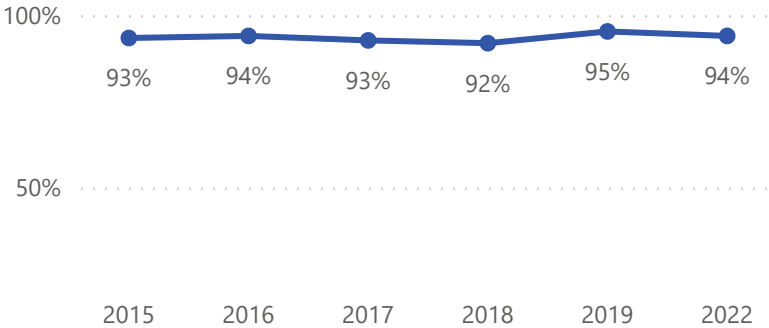
● Exceeds Standards ● Meets Standards



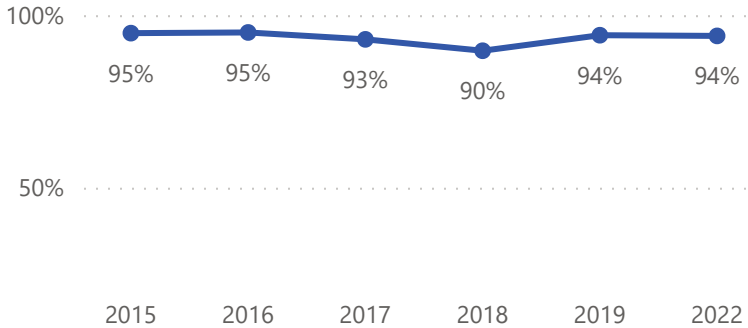
State Assessment Results for Grades 3-5

Percentage of Students Meeting Standards

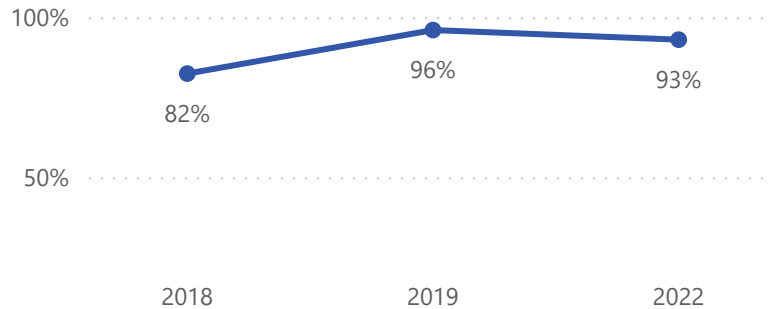
SBA: English Language Arts



SBA: Math



WCAS: Science



Glossary

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.

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, 2021 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 State Assessment Results

State pass rate percentages combine "Meets Standard" and "Exceeds Standard."