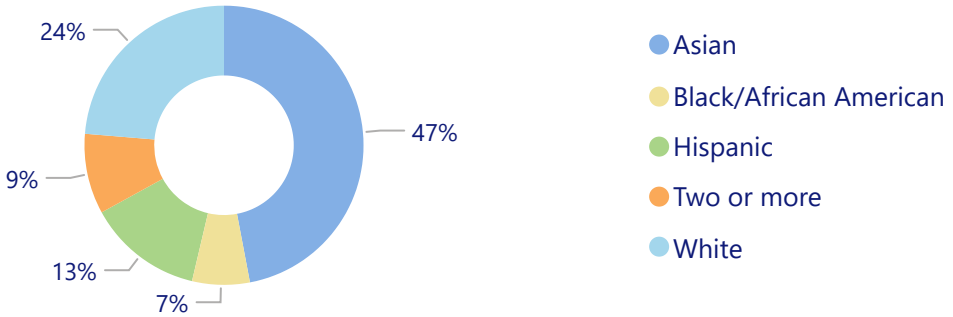
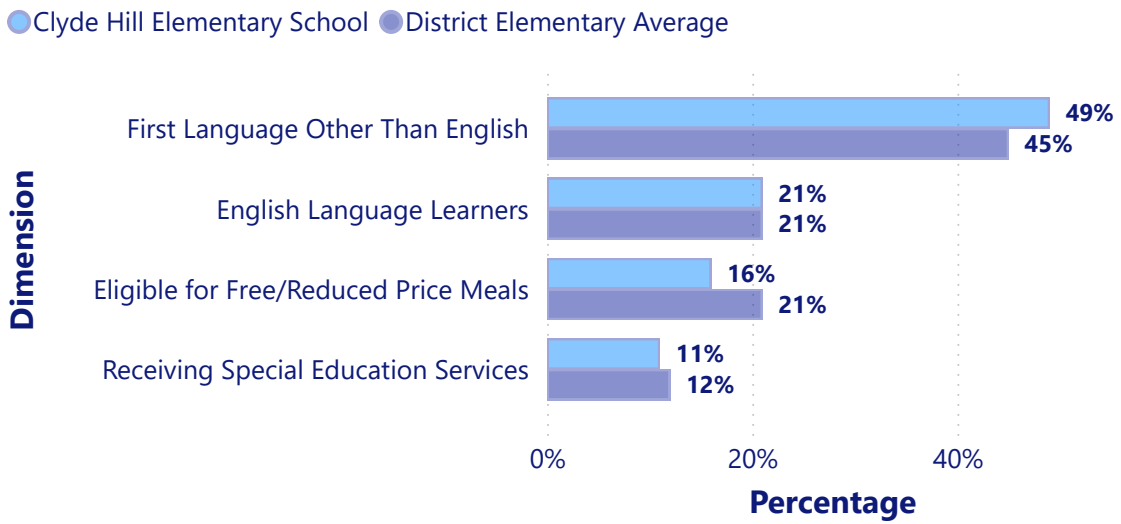
Clyde Hill Elementary School

Racial Diversity



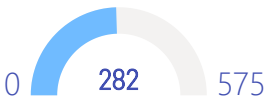
School vs. District Student Metrics



Enrollment: P-5

575

First Language Other Than English



Eligible for Free/Reduced Price Meals

English Language Learners

Receiving Special Education Services

CLYDE HILL Elementary School

School Improvement Plan 2024-25

Belong · Learn · Lead

Clyde Hill Elementary reflects the changing demographic of the greater Bellevue community. Following the consolidation with Wilburton Elementary in the 2023-24 school year, Clyde Hill Elementary's diversity has grown linguistically, racially, and socio-economically. To further meet the changing needs of the school's community, the 2024-25 school year marks Clyde Hill Elementary's second year as an inclusive practices elementary school, working to serve a greater range of student needs in the neighborhood school. As we strive to build a strong, connected school community, the educators of Clyde Hill Elementary are committed to ongoing learning to strengthen and deepen our students' learning experiences and collaboration with our families and community partners.

School Improvement Plan Priorities

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School Improvement Plan Priorities

Our School Improvement Plan is aligned with the 2024-2029 Bellevue School District Strategic Plan and Sustainability Plan with a particular focus on student learning and engagement. Human-centered systems and collective leadership are foundational to our efforts to improve students' learning experiences.

Bellevue School District **Strategic Plan** Priorities:

Cultivating Student Engagement and Learning

We've ignited a passion for learning by putting student voice and agency at the heart of everything we do. With active, engaging learning experiences in every classroom, students are prepared to navigate and lead in the complex and ever-changing world.

Building Human-Centered Systems and Relationships

We envision a school and district community where every student, staff, and family member experiences a genuine sense of belonging. Our beloved community is thriving when the richness of diversity here is honored, valued, and integral to our learning. Together, we foster a more inclusive and connected environment.

Strengthening Collective Leadership for People and Planet

Together, we lead with inclusivity and equity! By aligning through shared principles and vision, we're ensuring coherence and collective ownership of our goals. Students, staff, and families co-create innovative solutions and implement sustainable plans for the future. We inspire each other to collectively lead the way for people and the planet.

Student Engagement and Learning

Belong · Learn · Lead

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
SATELLITE Data As part of our preparation for the 2024-25 school year, the leadership of the Bellevue School District began examining the relationship between belonging and academic achievement not as an "if-then" relationship but as a "simultaneous" relationship best represented as an infinity symbol. When looking analyzing the Panorama Social Emotional data and the Smarter Balanced Literacy and Math data for Clyde Hill's 3rd, 4th, and 5th grade students from the 2023-24 school year, it was noted that student groups who experienced a lower sense of engagement in the classroom, a key aspect of belonging as reported on the Panorama survey, also performed below the overall average on the Smarter Balanced assessments.* In the Spring of 2024, 75% of all students in grades 3-5 reported being engaged in the classroom as reported on the Panorama survey; however, three groups of students, those from low-income households, those identified as multilingual learners, and/or those identified has having a disability were more than 4 percentage points, a statistically significant difference, away from this average. These groups of students also reached standard at significantly lower rates than their peers on the Smarter Balanced Assessments. These correlations were not seen within racial categories because many of the racial categories did not have enough students in one of the assessments to make this comparison. The Panorama survey also provides insight into students' sense of belonging. While 70% of students across grades 3-5 reported having a sense of belonging in the spring of 2024, students identified as being from low-income households still reported lower levels of belonging compared to other peers. Students noted as having a disability and/or being a multilingual learner scored higher in this area, within 4% of the "All Students" score and students with disabilities actually scored *above* the "All Students" score reporting in at 73% of students with disabilities reporting a sense of belonging at Clyde Hill.

**We recognize that Panorama data is typically considered Map level data; however, as we grow more sophisticated in our understanding of students' social emotional learning and needs and begin utilizing data such as DESSA and BIMAS regularly, Panorama will become Satellite data as other assessment measures and tools are identified at the Map level.*

MAP Data

When we look at map level data, specifically STAR reading and math data, as well as DIBELS reading data for grades K-2, we see a similar pattern in the student groups who are performing furthest from grade level expectations. When we consider which students compose these groups of students, the intersection of educational service group and race are where Clyde Hill staff are closely analyzing data.

For example when looking at proficiency data with Fall 2024 STAR data in both Reading and Math, staff have noted in the initial data analysis at MTSS meetings as well as in the analysis of data completed by Clyde Hill's Building Leadership Team and Racial Equity and Inclusion Team that the consolidation with part of the Wilburton attendance area during the 2023-24 attendance area significantly changed Clyde Hill's demographic data resulting in different student needs than had been seen in previous years at Clyde Hill. This is clearly reflected in student data when looking at these above-named demographic groups prior to the 2023-24 school year. Either the data looked far more like the rest of the student body or there were not enough students in the group to report.

- In consolidating with part of Wilburton Elementary School, Clyde Hill Elementary significantly increased the number of students receiving special education services and also became an "Inclusive Practices" elementary school. This means that we strive to meet the needs of all students in their neighborhood school which provides access to the general education classroom, social interactions with peers, and opportunities to engage in core curriculum. With the number of students receiving special education services increasing and a wider range of student needs being served, Clyde Hill's student data in this category looks different than the data prior to consolidation because it is a different program; it is no longer just a resource room program.
- A second significant change to Clyde Hill's student population was the increase in students qualifying for free/reduced meals, including students experiencing housing insecurity. While qualifying for free/reduced meals does not equate to any particular level of academic performance, some students at Clyde Hill who receive free/reduced meals have interrupted educations for a variety of reasons such as multiple moves around the country and world. These circumstances can lead to a student not *yet* performing at grade level. In reviewing the specific students who comprise the various groups on these charts in our initial MTSS meetings of the year, we believe that this is the case for many of our students who are not yet at grade level.

We believe that with engaging rigorous learning experiences partnered with a strong sense of belonging at Clyde Hill, we can accelerate learning for students not yet at grade level.

	Reading		Mathematics	
	On Track	Off Track	On Track	Off Track
Subgroup	%	%	%	%
Overall	62%	38%	62%	38%
02	61%	39%	62%	38%
03	72%	28%	69%	31%
04	56%	44%	56%	44%
05	61%	39%	60%	40%

Asian	68%	32%	78%	22%
Black/African-American	39%	61%	36%	64%
Hispanic	38%	62%	32%	68%
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or more	62%	38%	51%	49%
White	71%	29%	61%	39%
FRM	38%	62%	37%	63%
Not FRM	66%	34%	67%	33%
Female	64%	36%	58%	42%
Male	60%	40%	66%	34%
MLL	25%	75%	44%	56%
Not MLL	79%	21%	70%	30%
IEP	43%	57%	46%	54%
Not IEP	63%	37%	64%	36%
504	60%	40%	47%	53%
Not 504	62%	38%	63%	37%
Adv Learning	97%	3%	97%	3%
Traditional	57%	43%	59%	41%

STREET Data

Gathering street data will be an ongoing process at Clyde Hill as we continue working to understand the changing demographic of our school and how we best meet the needs of our students and families. Strategies to gather street data include:

- Ongoing family meetings to listen and understand needs of families
    - Focus on fostering transformational relationships versus transactional relationships.

- Meetings with various groups of students and individual students to foster student leadership and bring student perspective/voice to decisions within Clyde Hill.
    - e.g. In June 2024, students voted that "Strength in Unity" would be the new school motto offering this as the new school motto.
    - e.g. In October 2024, students will select a new school song that will welcome students to school assemblies, fostering a sense of community at these monthly gatherings.
    - e.g. Revision of the Peace Squad to include 4th and 5th grade students to support problem solving at recess and improve culture within school.

Student Engagement and Learning Equity Imperative

As the Clyde Hill leadership teams considered the development of an Equity Imperative, we began with developing a clear statement of where we wanted to head, the type of learner we strive to create and support through our daily efforts. Recognizing the varied paths that our students are on as learners, we strongly believe the statement below captures what we aspire to for each and every student.

Our Aspiration

We want to create independent learners who feel affirmed in their identity, have a strong sense of belonging, and demonstrate continual growth in their learning.

Our Equity Imperative

We recognize at Clyde Hill not all of our students are realizing this aspirational statement and that some students are further from this statement than others. As we examined our data – both the numbers and the stories we know behind the numbers, we recognize that there are two key areas of focus for our school.

First, we recognize that students who receive special education services are not yet showing growth on "map level" assessments let alone "satellite data." This was also evident in the Panorama climate survey when students receiving special education services indicated lower levels of classroom engagement compared to all other students at Clyde Hill in Spring 2024. While this could indicate our need to analyze different assessments that better align to some students individualized instructional goals depending on the unique needs of the student; this data might also indicate a need to adjust our instructional practices to provide greater access to grade level instruction which could lead to students being more engaged in their learning and ultimately showing greater growth on assessments. The Clyde Hill Building Leadership Team and Racial Equity and Inclusion Team have selected focusing on the "how" of inclusive practices – the *how* of creating access points across content areas, growing the toolbox of *how* educators scaffold instruction, the *how* of supporting the development of school skills and social emotional skills, and the *how* of building a classroom community that supports and cares for all learners – as the focus of our professional learning this year.

Second, we recognize that our students who receive special education services are not the only students who are not yet reaching this aspirational statement. Clyde Hill students who are multi-lingual learners, particularly those who are new to English ("entering") and "emerging" in the English skills along with their families have expressed how challenging it can be to feel connected and understand what is happening at a classroom, school, or district level. Clyde Hill leadership teams will work to strengthen family engagement and partnerships with our families of multilingual learners building our knowledge and facility with language inclusive tools, resources available to support our partnerships with multilingual families and students, and working in partnership with community partners, to learn from our families and adjust the systems we have control of to better serve the needs of our students and families

Key Improvement Strategies

- Professional Learning to Support Year 2 as Inclusive Practices Elementary School
    - As noted above, this professional learning will focus on how we create access to the general education setting, peer interactions, and the core curriculum for students who have not historically been served in their neighborhood school or through general education curriculum. Broadly speaking we will focus on building the toolbox of educators to create access points across content areas, scaffold core curriculum, and support the development of school skills including social skills and peer interactions, as a key focus of our building level professional learning during the 2024-25 school year.
        - Building Determined Professional Development will focus on:
            - Building knowledge of our students who have experienced the least sense of belonging in service of more effectively integrating SEL and academic content, specifically the new core literacy curriculum, to lift the overall achievement of the student groups identified in our Equity Imperative: Students Receiving Special Education Services, Students Who are Multilingual Learners, and Students from Low Income Households.
            - Developing our knowledge of common special education needs and how our core literacy curriculum provides access for students to engage in grade level curriculum (e.g. how might an educator support students with reading/writing disabilities access and successfully engage in grade level ARC units.)
            - Reviewing and learning research-based Tier 1 SEL strategies identified as building strong classroom communities.

- District Directed Professional Development will focus on:
    - Developing educators' knowledge about each ARC literacy unit at a Tier 1 level.
    - Modeling effective instructional strategies that support multilingual learners by facilitators of DDPD (e.g. demonstration lessons).
- Grade Level MTSS Cycles
    - 6-8 week MTSS cycles of data review and intervention at grades K-5
        - Focus on reading
        - Mid-cycle check-ins to provide ongoing support and pivot/adjust if needed
        - Provide grade-level specific, just-in-time professional learning "nuggets" by ITCL, LAP, MLL, or Administrators as needed

- Family Engagement Strategies to Support Engagement & Belonging for Multilingual Students and Families
    - Build knowledge of and implement consistent use of language support tools such as Talking Points, Language Line, Language Weaver
    - Build community partnerships, e.g. Mary's Place and 30 Bellevue liaisons, to support families' needs
    - Listen to families' experiences to adjust school systems to better support student needs

Monitoring and Measuring Success

MONITORING SUCCESS

SATELLITE Data
We will use the following satellite data to monitor our progress:
• Smarter Balanced Assessment Scores – growth in scores for students in 4th and 5th grade who took this assessment the previous year.
• Progress Report Data
  ○ Quantitative scores – student growth from 1st semester to 2nd semester scores
  ○ Qualitative data – teacher comments indicating growth
  ○ Special Education semester progress reports indicating growth towards IEP goals
• WIDA Annual Assessment

MAP Data We will use the following map data to monitor our progress: • Beginning of the Year **to** Middle of the Year **to** End of the Year **STAR Reading and Math Tests** • Beginning of the Year **to** Middle of the Year **to** End of the Year **DIBELS Reading Assessments** • **ARC** end of **unit projects** Grades 1-5* • **Illustrative Math** end of unit **math assessments***

STREET Data
We will use the following street data to monitor our progress:
• Ongoing data from family meetings
  ○ IEP meetings
  ○ Disciplinary meetings
  ○ Attendance meetings
  ○ Other family or school requested meetings
• Ongoing data gathering from PTA functions

- Attendance: Who? How Many?
- Feedback gathered and shared by PTA

- Feedback from Student Leaders
  - Peace Squad
  - Safety Patrol
  - Student Focus Groups as Needed

Sustainability

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Priority: Engage students and stakeholders in the design and implementation of an environmental sustainability plan.

Goal: Re-Establish the Clyde Hill Food Sharing Program

Actions:

- Establish contact with the network of food sharing program resources, e.g. Britt Heath
- Acquire refrigerator, bins, cooling pads for refrigerated items
- Educate students on what can and cannot be contributed to food share program
- Recruit volunteers to deliver donated food items to designated food bank
- Begin food share program

Monitoring and Measuring Success:

Food share program partially established until refrigerated items can be collected.
Food share program fully established once refrigerated items can be collected.

Success Measure #1: Students can explain what the food sharing program is, who receives the food, and what types of food can be shared.

Success Measure #2: Students share food rather than throwing it away or tossing it in the food waste bin.

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 2025
All Students	70%		75%	
Asian	70%		71%	
Black/African American	*		*	
Hispanic	67%		72%	
Multi-ethnic	67%		83%	
Native American	*		*	
Pacific Islander	*		*	
White	71%		78%	
Students with Disabilities	73%		68%	
English Learners	67%		66%	
Low Income	63%		64%	

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	**75%**	**71%**	**69%**	**70%**	
Asian	68%	69%	71%	77%	
Black	*	*	*	*	
Hispanic	*	*	*	25%	
Multi-Ethnic	88%	*	*	*	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	*	
White	76%	75%	81%	88%	
Low Income	*	*	30%	59%	
English Learners	*	29%	63%	43%	
Students with Disabilities	*	*	*	40%	

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	**77%**	**74%**	**77%**	**60%**	
Asian	83%	82%	81%	72%	
Black	*	*	*	20%	
Hispanic	*	*	*	*	
Multi-Ethnic	*	*	*	*	
Native American	n/a	n/a	n/	n/a	
Pacific Islander	n/a	*	n/a	n/a	
White	78%	64%	77%	59%	
Low Income	50%	*	50%	38%	
English Learners	55%	31%	64%	53%	
Students with Disabilities	*	*	*	17%	

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	**81%**	**63%**	**82%**	**76%**	
Asian	75%	79%	85%	85%	
Black	*	*	*	*	

Hispanic	*	*	*	80%	
Multi-Ethnic	91%	*	100%	91%	
Native American	n/a	n/a	n/a	*	
Pacific Islander	n/a	n/a	*	*	
White	89%	48%	81%	64%	
Low Income	*	*	*	43%	
English Learners	*	*	42%	58%	
Students with Disabilities	*	8%	*	*	

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	**72%**	**77%**	**76%**	**70%**	
Asian	79%	86%	88%	85%	
Black	*	*	*	*	
Hispanic	*	*	*	36%	
Multi-Ethnic	*	*	*	*	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	*	
White	71%	58%	69%	75%	
Low Income	*	*	20%	56%	
English Learners	*	79%	90%	46%	
Students with Disabilities	*	*	*	60%	

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	**82%**	**82%**	**78%**	**71%**	
Asian	100%	88%	90%	87%	
Black	*	*	*	*	
Hispanic	*	*	*	*	
Multi-Ethnic	*	*	*	*	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	*	n/a	n/a	
White	69%	80%	64%	64%	
Low Income	70%	*	58%	32%	
English Learners	80%	57%	79%	67%	
Students with Disabilities	*	*	*	50%	

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 5	**74%**	**57%**	**80%**	**60%**	
Asian	89%	84%	86%	73%	
Black	*	*	*	*	
Hispanic	*	*	*	40%	
Multi-Ethnic	64%	*	100%	73%	
Native American	n/a	n/a	*	*	
Pacific Islander	n/a	n/a	n/a	*	
White	59%	26%	77%	50%	
Low Income	*	*	*	35%	
English Learners	*	*	50%	55%	
Students with Disabilities	*	0%	*	*	

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	**92%**	**79%**	
Asian	94%	89%	
Black	*	62%	
Hispanic	89%	70%	
Multi-ethnic	93%	81%	
Native American	n/a	*	
Pacific Islander	*	*	
White	91%	69%	
Students with Disabilities	88%	73%	
English Learners	91%	82%	
Low Income	85%	61%	