To affirm and inspire each and every student to learn and thrive as creators of their future world.

What is unique about Clyde Hill Elementary?
- **Diversity is our strength.**
- **Committed to culturally responsive teaching practices.**
- **Building-wide daily affirmations with all students to build strong relationships, sense of belonging, engagement, and investment in our children's learning.**

At Clyde Hill we are committed to empowering learners to reach their highest potential as contributing partners in a diverse community.

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	68% (284)	72% (244)	77% (214)	78% (187)			
Asian	65% (97)	72% (121)	78% (104)	83%			
Black	*	*	*	*			
Hispanic	*	69% (22)	84% (12)	*			
Multi-ethnic	67% (24)	81% (16)	80% (18)	71%			
White	70% (89)	72% (79)	75% (75)	71%			
Students with Disabilities	73% (13)	*	75% (17)	72%			
English Learners	60% (43)	68% (27)	75% (30)	78%			
Low Income	61% (22)	63% (22)	81% (23)	68%			

Note: As a general rule of thumb, a difference of 4 or more percentage points is considered meaningful on the Panorama survey.

Data Reflection

As a school, we have made significant gains in our sense of belonging over time. Each year bringing us closer to ensuring students feel a deeper sense of connection to adults and peers. Our school has collectively committed to sustaining and deepening relationships with students as well as committing to fostering classroom environments that support peer to peer connections. Our school has made gain increased gains each year of 4 or more percentage points.

Our work as a school to improve sense of belonging for all students but with an emphasis on Students with Disabilities, English Language Learners, and low-income students. We will continue to hold and center the voices and experiences of our students and lean into their knowledge about what they think might be barriers to supporting a joyful, welcoming and accepting community. Based on our data we are seeing that our subgroups in these areas made significant percentage declines as we moved into spring 2022. Our Racial Equity and Inclusion Team, along with our

Student Well-Being Team will work to creatively survey student and learn about their experience through student listening circles.

Key Strategies / Adjustments
• Providing recess workshops, the first two weeks of school to support our strategy of explicitly teaching and fostering, positive social play. Emphasis on lessons surrounding social play at recess; explicitly teaching about including others, solving problems where kids feel excluded • Teach and use specific vocabulary with students regarding sense of belonging: inclusiveness, belonging, community during community circle, announcements
• Focus on daily classrooms routines (i.e., class meeting/circle) that focus on SEL and community building during our morning SEL block. Create in classroom opportunities for students to socialize with their peers and make new friends • Celebrate students who are following the cougar code by school wide incentives and student-based incentives (Tier I PBIS) • Supporting tier 1 in Social Emotional Learning via co-taught lessons with our school counselor • Piloting Prides and Packs to build deeper relationships throughout grade levels, foster a deeper sense of family within our school. Our learning during Prides and Packs will be focused on community, joy, and virtues. As well as creating student opportunities to guide our school and decision making, we will be starting a SOAR (Students Organized Against Racism) student group.

Student Well-Being Priority: Social-Emotional Learning

Many students experienced isolation during the pandemic, with few opportunities to interact in-person socially. As we return to in-person learning it will be critical to recognize where each student is socially and emotionally and to provide them with intentional opportunities to support their development in social emotional learning. 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. These competencies are not discrete and are integrated into curriculum and instructional practices.

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=246)	Spring 2021 (n=216)	Fall 2021 (n=217)	Spring 2022 (n=194)	Fall 2022	Spring 2023	Spring 2022 – Spring 2023 Change
Self-Management	76%	79%	79%	80%			
Social Awareness	72%	74%	76%	78%			
Self-Efficacy	68%	69%	64%	71%			
Emotional Regulation	56%	57%	55%	58%			

Data Reflection

On our Social Emotional Learning data survey, all four SEL competencies increased by some percentage points. These increases are noticeable throughout the last 3 years and could be attributed to intentionality with emotional regulation throughout assemblies and virtual morning announcements. Another attributing factor could be a shift in having common visuals school wide, with posters as reminders of the emotional regulation strategy for the week as well as the focus virtue of the month. We saw the most growth in self-efficacy as students returned to full in-person learning. Despite our efforts, Emotional regulation continues to be our greatest areas of growth. We will continue to focus on lessons that support students developing a deeper awareness of emotions and strategies for regulating and expressing their emotions.

Key Strategies / Adjustment

- Increase emotion regulation skills for students through explicit instruction embedded in assemblies, morning announcements, community circles and daily classroom practice.

- Increase emotion regulation skills for students by introducing strategies during morning announcements (mindfulness) and acknowledge students who use emotional regulation skills through Cougar Awards and recognition of using the school's core values (PBIS)

- Increase emotion regulation skills through supplemental Tier 1 curriculum such as Sanford Harmony, Kimochis, and Kelso's Choices
- Provide opportunities such as a celebration circle to celebrate yourself and others for making good choices
- Deepen student knowledge on Social Emotional Learning and specific skills within Packs and Prides pilot
- Focus on strengthening tier 1 SEL lessons through co-teaching, teachers partnering with teachers. Our staff and building leadership teams will work collectively to address the social emotional needs of all our students, by providing tier 1 social emotional learning with fidelity. As we move forward, it will be important to be proactive and provided solid tier 1 instruction such as Second Step and RULER to ensure all students are equipped to be successful humans in their environment.

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	**72% (242)**	**74% (219)**		76% (238)	75% (200)	
Asian	75% (122)	75% (114)		74% (121)	69% (103)	
Black	*	*		*	*	
Hispanic	65% (17)	70% (10)		75% (16)	*	
Multi-Ethnic	95% (19)	89% (18)		84% (19)	94% (16)	
White	64% (81)	73% (71)		78% (79)	76% (67)	
Low Income	56% (18)	57% (21)		83% (18)	72% (18)	
English Learner	32% (37)	24% (34)		74% (34)	69% (26)	
Students with Disabilities	30% (20)	47% (17)		85% (20)	73% (15)	
Female	71% (109)	79% (99)		77% (107)	75% (88)	
Male	73% (133)	71% (120)		76% (131)	75% (112)	
Advanced Learning	93% (46)	94% (31)		78% (46)	83% (30)	
Traditional	67% (196)	71% (188)		76% (192)	74% (170)	
Grade 3	68% (92)	71% (72)		79% (91)	63% (65)	
Grade 4	71% (78)	80% (74)		82% (76)	90% (69)	
Grade 5	78% (72)	73% (73)		66% (71)	71% (66)	

Data Reflection
Our data reflection highlighted that our overall reading proficiency increased by a few percentage points. When we dissect subgroups of students, there are celebrations for increased proficiency for our Hispanic students, Students with Disabilities and for Females. Our grade level data shows gains in proficiency for 3rd and 4th grade students, with significant growth areas in our 5th grade data. Our staff and leadership teams will continue to analyze the data through our MTSS process and continue to collaborate within grade level PLC groups to address the needs of students, collectively. Our Racial Equity and

Inclusion Team will also support looking at data and allocating responsive, targeted support from our classified staff to support students reading skills on the foundational level and comprehension. Providing targeted intervention support for students in reading continues to be a focus and goal for all teachers at Clyde Hill Elementary. As a staff we will continue to deeper our knowledge on foundational literacy skills and intentional balanced literacy within the classrooms.

We acknowledge that our multilingual learners continue to be a group that showed the least amount of proficiency as well as the lowest percentage of typical/high growth. As a school we commit to planning with language at the forefront and making academic and social language comprehensible for our students through visuals, GLAD strategies, and creating language rich classrooms.

Key Strategies
• Grade level PLC work to analyze student work, assessments, and learning goals and collaboratively create strategies and best practices to advance student learning and mastery. PLC work will be completed on a monthly basis in Building Directed PD and weekly in grade level teams to elevate student growth and reflect collectively on a common goal.
• We will grow in our practice to analyze data and use researched based program/curriculum to support students not meeting reading proficiency. We will focus on phonemic awareness for grade K-2 to support foundational reading stills and have a greater focus on fluency and comprehension in 3-5th grade.
• We will work with our RE&I team to analyze subgroup data and develop inclusive instructional strategies and practices to address the disproportion for our underserved populations. Our RE&I Team will meet regularly to review data and make data informed decisions on where student support in literacy is most needed. We will leverage the work of our REI team to support responsive ways to support students throughout MTSS process.   • Utilizing new math curriculum, Illustrative Math, to practice and reinforce social skills (math talk, centers) and affirm cultural identities

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	**66% (238)**	**67% (221)**		75% (159)	**79% (201)**	
Asian	82% (118)	84% (116)		77% (86)	80% (105)	
Black	*	*		*	*	
Hispanic	38% (16)	36% (11)		*	90% (10)	
Multi-Ethnic	80% (20)	67% (18)		85% (13)	88% (16)	

White	47% (81)	44% (70)		72% (53)	74% (66)	
Low Income	38% (16)	36% (22)		*	72% (18)	
English Learners	56% (34)	53% (36)		67% (21)	79% (29)	
Students with Disabilities	24% (21)	24% (17)		54% (13)	62% (13)	
Female	60% (104)	63% (101)		80% (66)	79% (90)	
Male	71% (134)	69% (120)		72% (93)	79% (111)	
Advanced Learning	100% (45)	100% (31)		81% (37)	76% (29)	
Traditional	58% (193)	61% (190)		74% (122)	80% (172)	
Grade 3	74% (88)	68% (74)		69% (49)	68% (66)	
Grade 4	65% (78)	75% (73)		79% (67)	90% (68)	
Grade 5	57% (72)	57% (74)		77% (43)	79% (67)	

Data Reflection

Our data reflects an increase in proficiency by one percentage point and increased typical/high growth by 4 percentage points. We recognize that our math data is an area of continued growth for our students. We anticipate shift in instructional practices with our newly adopted curriculum. We saw growth in our sub-group typical/high growth data with our MLL increasing 12 percentage points, students with disabilities increasing by 12 percentage points and our 4th graders increasing by 11 percentage points. In our sub-groups for overall proficiency, we saw gains with our female students, Asian students, and our 4th grade student cohort. All other groups decreased in overall proficiency.

Our priority is to have targeted math PLCs that intentionally and collectively chose a learning goal for students based on their current math classrooms. Our PLCs will work on planning and understanding what students need to know and be able to do at the end of the unit. PLCs will create actional steps to address shifts in instructional practice that need to take place to ensure the success of all students. PLCs will then bring evidence of student learning to analyze student work to guide next steps. Our learning for math and the math experience for our students will be an on-going process.

Our BLT and RE&I team will prioritize providing focused professional development in supporting our staff to gather data, analyze strand data, and create and provide intervention strategies to impact the student learning experience. Clyde Hill classroom teachers along with our support staff will immediately focus on collecting beginning of the year data to get a baseline on each individual student and design small groups to support every child's academic growth. Ongoing formative and summative assessments will allow us to progress monitor and make data informed decision when it comes to designating support to students.

Key Strategies

- Building-wide decision was made to commit and focus on the content area of math during Clyde Hill building professional development and on-going PLC work, with an emphasis on promoting student discourse through math language routines and other strategies (for example: accountable talk) embedded in IM.
- Use of building PD to support PLC cycles using the Plan, Do, Study model in PLC. PD will focus on giving PLCs time to intentionally plan using ANET support tools and study unit assessments to support their goal for student learning. The ongoing work of the PLC members will be the Do (implementing, reflecting and refining) in their daily practice.

•	School-wide common non-verbal signals and accountable talk stems that support a universal way to communicate in math and all content areas and increase student discourse.
•	Utilize co-teaching, modeling, and collaboration within PLC teams and with Clyde Hill support staff (ITCL, MLL, etc.) to support Tier 1 math instruction in the classroom.
•	Use ANET supports to help data analysis, cycles of growth and professional development in mathematics.

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	48% (198)	69% (116)		50% (198)	69% (116)		47% (198)	67% (116)	
Asian	52% (103)	68% (61)		53% (103)	69% (60)		52% (103)	69% (60)	
Black	*	*		*	*		*	*	
Hispanic	*	85% (11)		*	90% (11)		*	81% (11)	
Multi-ethnic	59% (14)	80% (10)		55% (14)	68% (10)		57% (14)	71% (10)	
White	38% (72)	56% (31)		43% (72)	61% (30)		37% (72)	57% (30)	
Students with Disabilities	58% (14)	67% (8)		56% (14)	76% (7)		61% (14)	62% (7)	
English Learners	61% (46)	78% (29)		62% (46)	76% (28)		62% (46)	74% (29)	
Low Income	*	73% (11)		*	73% (11)		*	82% (11)	

Data Reflection

Results from the survey show that as a school we made gains in all areas of our family engagement data. The data shows that families who identify as Hispanic, families who speak another language other than English, and our families coming from lower income house holds feel most empowered in our community. Our data also reveals that as school we need to improve how we are supporting our families who identify as multi-racial, Asian, and white.

The school leadership teams and staff place a priority to support the needs of our families and students furthest away from educational justice. We will continue to lean in and learn from families about how to best support them within our community through listening circles.

Communication has been an area of growth for us and this year we will strengthen two-way communication with home and school by expanding our knowledge on how families best receive information. Our goal is to have consistent monthly communication via newsletters and community chats. We will continue to be responsive to family needs by providing consistent information and opportunities for regular feedback from the community. This feedback will be in multiple forms, such as surveys, community chats, partnership with PTA, and listening circles.

Key Strategies / Adjustment
• Focus opportunity to shift how we deliver parent conferences with our building leadership team and racial equity and inclusion team.   • Have consistent community chat opportunities to include more cultural inclusivity, affirming families' cultural identities and values.
• Use of avenues that are accessible to parents and that allow parents to stay involved in their child's academic and social emotional journey. Talking Points is a culturally responsive and linguistically inclusive example, as it allows teachers and parents to communicate back and forth, receiving communications in their preferred language.
• Engage in Intentional listening circles with our MLL families, families who have students with IEPs (partnering with SPED teacher to facilitate this) and our white families. Continued Listening circles with our economically diverse families, Asian families, and multi-racial families.
• Consistent ways to gather feedback from parents via surveys. Going forward include a narrative option to elaborate on the reasoning for survey responses so that we can be more responsive to family needs.
• Having parent education nights in subject areas to support parents in feeling empowered in how to support their child at home. Building our community knowledge on culturally responsive text, our new math curriculum and foundational reading skills are some areas we would like to explore in partnership with our PTA.
• Having consistent parent communication that is accessible in many languages for our family community.

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 Force[1], 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
• Building a share understanding as a staff and parent community about global competencies and why this work is valuable to our students and community.   • Make connections on how the four domains of global competencies show up in the curriculum throughout our PD experience   • Give staff experiences that routinely practice using the four domains to build their knowledge and expertise.

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[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.

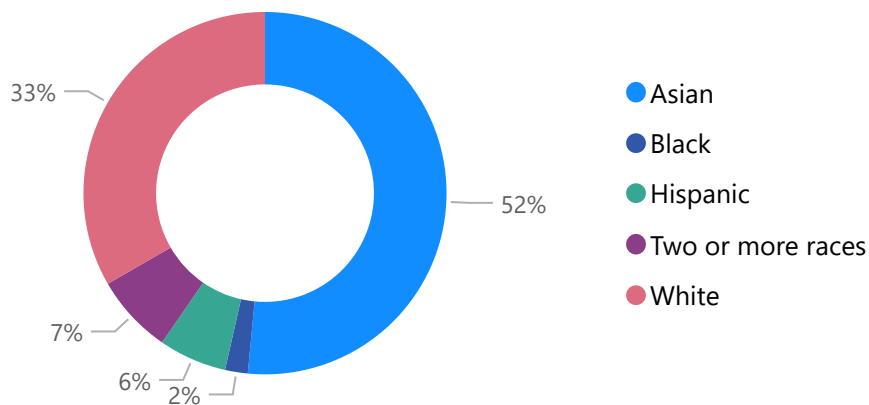# Clyde Hill Elementary School

School Overview

Clyde Hill serves a diverse and dynamic population of approximately 450 students in west Bellevue. As a staff and community we empower learners to reach their highest potential as contributing partners in our diverse community.

9601 NE 24th St
Bellevue, WA 98004

http://www.bsd405.org/clydehill
425-456-5000
Brooke Garcia

Programs Offered

Racial Diversity

- ● Asian
- ● Black
- ● Hispanic
- ● Two or more races
- ● White

52%
33%
7%
6%
2%

School & Student Characteristics [1]

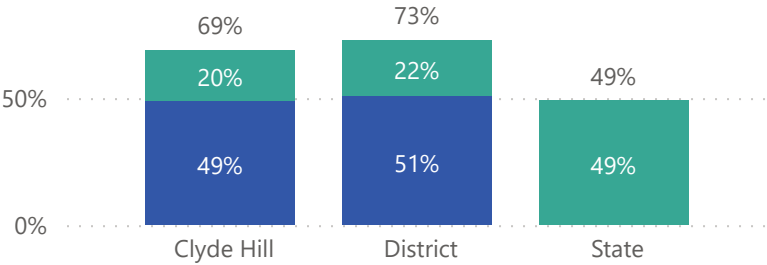|	Clyde Hill Elementary School	District Elementary Average [2]
Enrollment (10/1/2021)	444	435
Average Attendance Rate	94%	93%
Eligible for Free/Reduced Price Meals	7%	17%
Receiving Special Education Services	7%	8%
English Language Learners	23%	25%
First Language Other Than English	44%	44%
Mobility Rate [3]	17%	16%

Summary of Student Achievement

State Assessment Results for Grades 3-5 (Spring 2022)
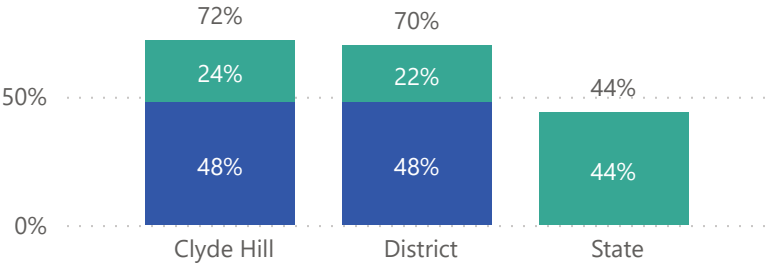Percentage of Students Meeting / Exceeding Standards

SBA: English Language Arts
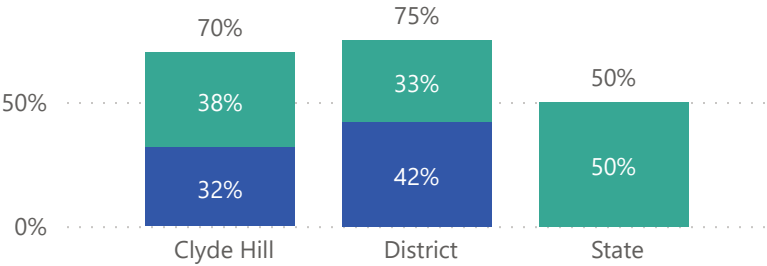● Exceeds Standards ● Meets Standards

	Clyde Hill	District	State
Total	69%	73%	49%
Meets Standards	20%	22%	—
Exceeds Standards	49%	51%	49%

SBA: Math
● Exceeds Standards ● Meets Standards

	Clyde Hill	District	State
Total	72%	70%	44%
Meets Standards	24%	22%	—
Exceeds Standards	48%	48%	44%

WCAS: Science
● Exceeds Standards ● Meets Standards

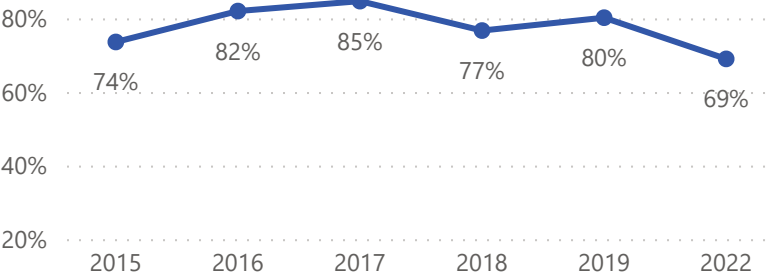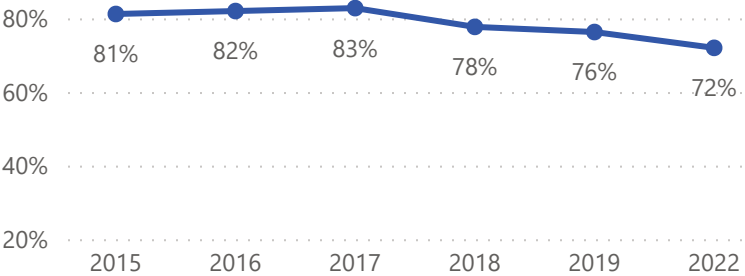|	Clyde Hill	District	State
Total	70%	75%	50%
Meets Standards	38%	33%	—
Exceeds Standards	32%	42%	50%

State Assessment Results for Grades 3-5
Percentage of Students Meeting Standards

SBA: English Language Arts

Year	2015	2016	2017	2018	2019	2022
%	74%	82%	85%	77%	80%	69%

SBA: Math

Year	2015	2016	2017	2018	2019	2022
%	81%	82%	83%	78%	76%	72%

WCAS: Science

Year	2018	2019	2022
%	76%	77%	70%

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/assess-ment/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."