

CLYDE HILL ELEMENTARY SCHOOL IMPROVEMENT PLAN



2019-2020

SCHOOL PRINCIPAL:
Edmund Wong



The mission of the Bellevue School District is to serve each and every student academically, socially and emotionally through a rigorous and relevant education that is innovative and individualized. As a learning community that values one another's humanity, we provide courageous support for an equitable and exceptional education for all students.

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

Clyde Hill Elementary

2019-2020 School Improvement Plan

At Clyde Hill Elementary we are committed to empowering learners to reach their highest potential as contributing partners in a diverse community. Our school mission was created in partnership with parents, teachers and students.

Our work in serving every student, every day in every classroom is grounded in our process of continuous improvement. Working with the Office of the Superintendent of Public Instruction, we use nine characteristics of successful schools to guide our work.

THE NINE CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

- 1 · Developing a clear and shared focus · 2 · Maintaining high standards and expectations for all students
- 3 · Using effective school leadership · 4 · Engaging in high levels of collaboration and communication · 5
- Providing curriculum, instruction and assessments aligned with state standards · 6 · Ensuring frequent monitoring of learning and teaching · 7 · Delivering focused professional development · 8 · Maintaining a supportive learning environment · 9 · Promoting high levels of family and community involvement

Included in this school improvement plan are details to share the current focus at Clyde Hill Elementary, as well as outline our strengths and opportunities for the year ahead. In addition to promoting continuous improvement of student achievement of the state learning goals, we recognize that nonacademic student learning and growth are key elements of student well-being and success. This plan is based on a comprehensive needs assessment of our school and programs, and included active participation and input from building staff, students, families, parents and community members.

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SCHOOL BACKGROUND

Instructional Program Overview

Clyde Hill Elementary is a high achieving elementary school, serving approximately 580 students. Last school year Clyde Hill Elementary experienced a significant drop in enrollment from 650 to 450 due to the opening of the new Wilburton Elementary School and the redrawing of school boundary lines. Clyde Hill Elementary was housed last year in Bellevue's temporary school site in East Bellevue and has, of this fall, moved back into its neighborhood and into a new state of the art facility.

Students receive a cohesive academic, curriculum that is aligned to the Common Core State Standards in Kindergarten through 5th grade. The core instructional program includes reading, writing, math, science, social studies, and social emotional learning. In addition to the 23 homeroom classes, students attend a specialist period four times per week: art, music, library, and physical education.

Clyde Hill staff is committed to providing high quality and challenging academic instruction, informed by standards and by qualitative and quantitative data, for each and every student. Students are supported and enriched through a variety of programs including Special Education, ELL services and after school academic and enrichment programs that are organized by our active Parent Teacher Association and through local community connections such as the Northwest Art Center and The Bellevue Boys and Girls Club.

Over the past several years, Clyde Hill Elementary has experienced a significant change in its demographics and now enjoys a richness of diversity which has enhanced our students' educational experience and our school and community culture. We have many students who are English language learners (79 Students with around 50 being currently tested) and even more who spoke a first language other than English (over 232 or 40% of our student population). Our staff works closely with our ELL facilitator and all teachers have engaged in specialized training to support our emerging and progressing English language speakers.

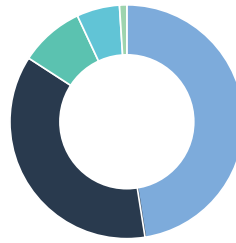
Our staff is committed to providing high quality instruction for all students and is highly engaged in their own adult learning. This year and moving forward we will work to apply prior learning around culturally responsive teaching practices with refining our skills to fully support an aligned approach to balanced literacy. As a staff, we engage in robust MTSS processes to ensure that all students are accessing meaningful learning. We use 6-week instructional cycles to review and track student growth, creating data-based learning goals to support gap closing achievement for all students.



School Overview

Clyde Hill serves a diverse and dynamic population of approximately 630 students in west Bellevue. As a staff and community we empower learners to reach their highest potential as contributing partners in our diverse community.

Racial Diversity



- 48% Asian
- 1% Black
- 6% Hispanic
- 9% Two or more races
- 37% White
- N/A Native American
- N/A Pacific Islander

School & Student Characteristics ¹

	SCHOOL	DISTRICT ²
Enrollment	457	496
National Board Certified Teachers	38%	28%
Eligible for Free/Reduced Price Meals	8%	18%
Receiving Special Education Services	4%	6%
English Language Learners	23%	24%
First Language Other Than English	39%	42%
Mobility Rate ³	20%	14%

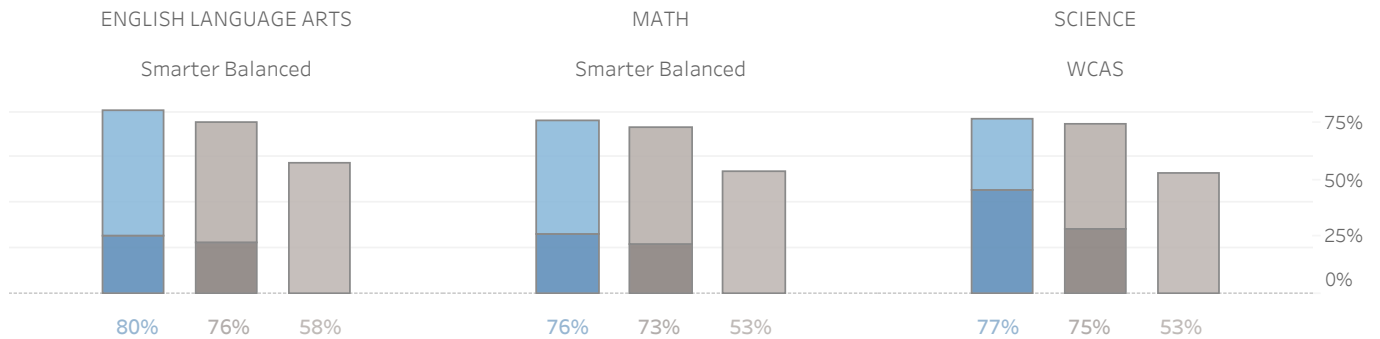
Attendance & Discipline

	SCHOOL	DISTRICT
Average Attendance Rate	94%	95%
Students with < 10 Absences Per Year	73%	72%
Students with 18+ Absences Per Year	7%	7%
Suspension Rate ⁴	0.0%	0.6%

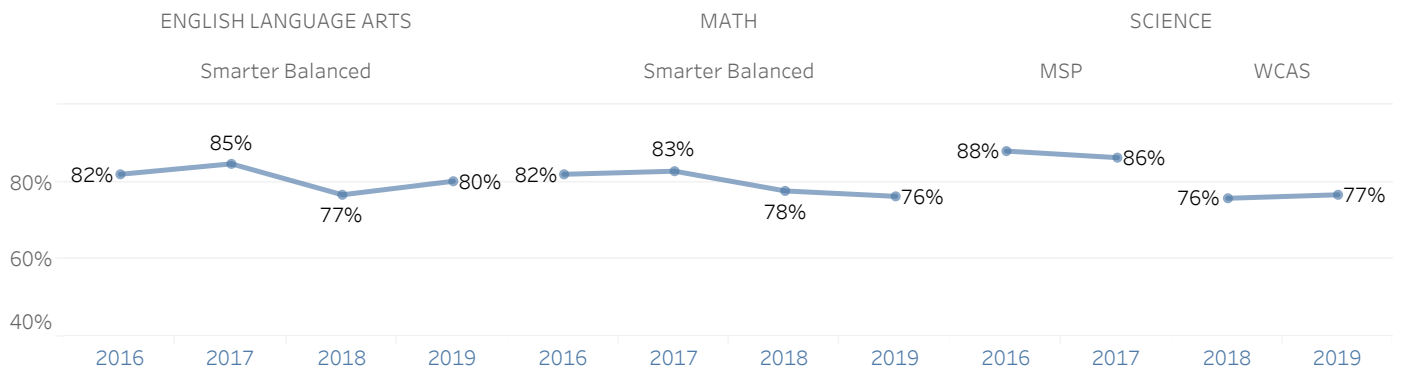
Summary of Student Achievement

State Assessment Results for Grades 3-5 (Spring 2019)
Percentage of Students Meeting/Exceeding Standards

- Exceeds Standards
- Meets Standards
- SCHOOL
- DISTRICT
- STATE ⁵



State Assessment Results for Grades 3-5 in the Last Four Years
Percentage of Students Meeting Standards



Glossary

National Board Certified Teachers

The National Board for Professional Teaching Standards offers a voluntary certification process for teachers to show that they have met the organization's standards for effective teaching. Teachers who apply go through a lengthy and rigorous screening process to obtain certification.

Science Assessments - WCAS/MSP

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 replaces the WA State MSP science assessment. 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, 2018 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 Suspension Rate**
The percent of students who received at least one in-school or out-of-school suspension or were expelled over the course of the school year.
- 5 State Assessment Results**
State pass rate percentages combine "Meets Standard" and "Exceeds Standard."

High Quality Instruction

SMART goals for this year: Literacy

By the end of the 2019-20 school year Clyde Hill Elementary will have the following student literacy growth and outcome goals met:

English Language Arts: SBA Proficiency Rates and Goals: Grades 3-5				
Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	77%	78%	80%	81%
Asian	81%	82%	81%	82%
Black	*	*	*	*
Hispanic	39%	45%	59%	63%
Two or More Races	87%	88%	96%	97%
White	76%	78%	80%	81%
Eligible for Free/Reduced Price Meals	62%	65%	58%	62%
Students with Disabilities	58%	62%	46%	52%
English Language Learners	33%	39%	63%	66%
English Language Arts: SBA Proficiency Rates and Goals: Grade 3*				
Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	76%	78%	77%	79%
Asian	83%	84%	70%	73%
Black	*	*	*	*
Hispanic	*	*	*	*
Two or More Races	*	*	*	*
White	77%	78%	76%	78%
Eligible for Free/Reduced Price Meals	58%	62%	*	*
Students with Disabilities	*	*	*	*
English Language Learners	40%	46%	*	*

- At least 79% of Class of 2029 (current 3rd graders) will meet State standards in ELA, while meeting WSIF goals for all subgroups.
- We will decrease the gap between our highest and lowest achieving racial subgroups in ELA grades 3-5 by accelerating the growth for the lowest-scoring groups while maintaining or increasing proficiency levels of the highest scoring groups. Goal: Decrease the gap from 37% to 32% in 2020.

Our strengths in the goal area:

- Progress of English-Language Learners: ELL students that have moved through our program show a very strong proficiency as they transition into English with 63% of “transitioning” students in grades 3-5 meeting or exceeding standard, which is higher than our literacy performance for ELL from a year ago, with 33% meeting or exceeding standard.

- Gap Closing: Our MOY STAR data over the past couple of years indicates that our sub-population groups are on trajectory for meeting standard. Therefore, when we consider multiple data points we see gap closing improvement for our sub-populations. This is not consistently evident when Smarter Balance Assessments are only considered.

Key Performance Indicators for the 2019-2020 School Year include:

- Equity & Inclusion Team: Our Equity and Inclusion Team has developed and monitored our capacity for teacher supported in--class interventions that are goal/data based. In the fall the team will review grade level student lists to confirm low performing students in literacy. Over the 4 MTSS cycles during the school year, teams will create individual or small group goals for 6 -week intervention delivery. We will “grow” our number of students that are receiving targeted instruction working towards all students receiving targeted and differentiated support that are not reading at grade level standard.
- DIBELs and TRC Assessments in grades K-2: These assessments are administered three times per year as both a universal screener and progress monitoring tool.
- Developmental Reading Inventory and Phonetic Screen (grades 3-5): These assessments provide additional diagnostic reading information to determine skill focus and intervention needs.
- STAR Reading and Math Assessments: STAR is used as a universal screener and progress monitoring tool. These are short assessments in reading and math that are administered to all students each fall and spring. The assessments are computer adaptive, which means they adjust to each answer that students provide. Results from STAR assessments are accurate predictors of the Smarter Balanced Assessments so that educators can use Star scores to identify students in jeopardy of missing reading and math yearly progress goals in time to make meaningful adjustments to instruction.
- Smarter Balanced Assessments (SBA): Starting in 2014-15, Washington State adopted the Smarter Balanced Assessments 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.

To support student growth and achievement for those performing below grade level, our school community will meet the academic and non-academic needs in the following ways:

- Multi-Tiered Systems of Support: All classroom and support teachers will engage in MTSS processes, meeting together at 6-week intervention intervals to monitor student growth and determine next steps for students that are not meeting learning targets for literacy.
- Professional Learning Communities: This year we will focus on developing strong and effective grade level teams/Professional Learning Communities that will share student work and student grade level data and create opportunities for students to receive learning extensions that are diagnostic, and data based.
- Diagnostic Reading Assessment: Grades 3-5 classroom teacher will consistently use the Developmental Reading Inventory and the ORF Phonetic Screen to gather prescriptive and diagnostic information on students to support goal development and targeted intervention strategies.
- Family Engagement: Working in collaboration with our full-time counselor, teams will be formed to more fully engage families in the learning and teaching process through parent education opportunities, development of school/home communication and reinforcement plans and wrap-around services.

SMART goals for this year: Math

By the end of the 2019-20 school year Clyde Hill Elementary will have the following student math growth and outcome goals met:

Math: SBA Proficiency Rates and Goals: Grades 3-5				
Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	78%	79%	76%	78%
Asian	92%	93%	89%	90%
Black	*	*	*	*
Hispanic	44%	49%	71%	73%
Two or More Races	72%	74%	61%	65%
White	73%	75%	68%	71%
Eligible for Free/Reduced Price Meals	48%	53%	63%	66%
Students with Disabilities	37%	43%	38%	45%
English Language Learners	73%	75%	75%	77%
Math: SBA Proficiency Rates and Goals: Grade 3*				
Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	82%	83%	72%	74%
Asian	98%	99%	78%	80%
Black	*	*	*	*
Hispanic	*	*	*	*
Two or More Races	*	*	*	*
White	80%	81%	71%	73%
Eligible for Free/Reduced Price Meals	55%	59%	*	*
Students with Disabilities	*	*	*	*
English Language Learners	80%	81%	*	*
*Grade 3 Actuals are not cohort data but based on students in grade 3 of each year				

- At least 74% of Class of 2029 (current 3rd graders) will meet state standards in ELA, while meeting WSIF goals for all subgroups.
- We will decrease the gap between our highest and lowest achieving racial subgroups in Math grades 3-5 by accelerating the growth for the lowest-scoring groups while maintaining or increasing proficiency levels of the highest scoring groups. Goal: Decrease the gap from 28% in 2019 to 24% in 2020.

Our strengths in the goal area:

- Progress of English-Language Learners: ELL students that have moved through our program show a very strong proficiency as they transition into English 75% of students in grades 3-5 meeting or exceeding standard, which is commensurate performance for all students, with 76% meeting or exceeding standard.

- Gap Closing: Our MOY STAR data over the past couple of years indicates that our sub-population groups are on trajectory for meeting standard. Therefore, when we consider multiple data points we see gap closing improvement for our sub-populations. This is not consistently evident when Smarter Balance Assessments are only considered.

Key Performance Indicators for the 2019-2020 School Year include:

- STAR Reading and Math Assessments: STAR is used as a universal screener and progress monitoring tool. These are short assessments in reading and math that are administered to all students each fall and spring. The assessments are computer adaptive, which means they adjust to each answer that students provide. Results from STAR assessments are accurate predictors of the Smarter Balanced Assessments so that educators can use Star scores to identify students in jeopardy of missing reading and math yearly progress goals in time to make meaningful adjustments to instruction.
- Smarter Balanced Assessments (SBA): Starting in 2014-15, Washington State adopted the Smarter Balanced Assessments 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.

To support student growth and achievement for those performing below grade level, our school community will meet the academic and non-academic needs in the following ways:

- Multi-Tiered Systems of Support: All classroom and support teachers will engage in MTSS processes, meeting together at 6-week intervention intervals to monitor student growth and determine next steps for students that are not meeting learning targets for math.
- Professional Learning Communities: This year we will focus on developing strong and effective grade level teams/Professional Learning Communities that will share student work and student grade level data and create opportunities for students to receive learning extensions that are diagnostic, and data based.
- Individual Mid-Year Data Review: At mid-year progress monitoring, teachers and administration will meet individually to review class and individual student growth data based on STAR "Student Growth Percentiles" (SGP) and other formal and informal data points that support growth trajectory.
- Equity & Inclusion: After middle of the year (MOY) data is gathered, the MTSS Core team will bring a report to the Equity and Inclusion team to indicate trends in math performance for grades 3-5. A report will also be given regarding which students are not at standard and those who are approaching standard.
- Technology Integration: Students will use technology to communicate, access information, solve problems, share knowledge, and enhance learning. Students will apply technology to real-world learning experiences and learn digital citizenship skills and about appropriate use of technology in their lives.

Student Well-Being

SMART Goals for this year include:

We will increase student sense of belonging on the Panorama Survey from 75% in fall 2018 to 79% in fall 2019.

The number of 3rd-5th graders responding favorably to the Panorama question “How well does your teacher know you?” will increase from 75% to 80%.

75% of students served in small group instruction with the counselor will meet their individual goals as set by the counselor. The counselor and the assistant principal will meet weekly to monitor student progress.

By the end of the 2019-20 school year:

Our Strengths in the Goal Area:

- Panorama Data: Clyde Hill Elementary enjoys relatively high “Sense of Belonging” scores on the Panorama when compared to other Bellevue Elementary Schools.
- Staff Professional Learning: All teaching staff have been trained in Culturally Responsive Teaching techniques as well as of other SEL tools. (i.e. Restorative Practices, RULER, Second Steps CPU)
- DESSA Mini Results: Our DESSA-Mini results indicate that only 6% of student fall outside of the “typical range.”

Key Performance Indicators for the 2019-20 School Year include:

- Panorama Student Survey: The Panorama Student Survey is a tool used to collect student feedback on school climate and classroom culture to help improve practice. Individual student responses are confidential. Individual teacher reports are only accessible to that teacher. Students take the survey online. The survey includes multiple parts: a school climate survey and two teacher surveys. Students fill out the two teacher surveys for teachers randomly selected from their schedules.
- Tiered Fidelity Inventory (TFI): The TFI provides a measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports (SWPBIS). The TFI is divided into three sections: Tier 1: Universal SWPBIS Features; Tier 2: Targeted SWPBIS Features; and, Tier 3: Intensive SWPBIS Features. The TFI is conducted by an outside evaluator.
- Social Emotional Learning Screener: In the fall, staff will administer the DESSA Mini, a social emotional screener, to proactively identify students who may need additional or personalized supports with social emotional learning.
- Student Focus Groups: For students treating each other well on the playground, we will collect data through focus group feedback and student surveys.
- Targeted Counseling Groups: Data will be collected each 6-week cycle from the counselor by the assistant principal regarding progress of students in small groups towards meeting their goals.

To support student growth and achievement for those performing below grade level, our school community will meet the academic and non-academic needs in the following ways:

- Social-Emotional Learning: The focus at Clyde Hill Elementary this school year will be to implement with fidelity universal/tier 1 SEL instruction (Second Steps and RULER). This work will be led by our PBIS team.
- Bullying Prevention: Bullying Prevention Unit (BPU) has been delivered by the Principal, Assistant Principal, ITCL, and counselor in response to District policy. The K-5 BPU lessons will be delivered

during the months of September and October 2019 by the classroom teacher to ensure skills transition from lessons into the classroom.

- SEL Learning Walks: Our Positive Behavior Intervention Support (PBIS) team will conduct SEL Learning Walks using the look-for document to collect evidence of SEL implementation. The school team will determine strengths and areas of growth based on the look-for document to inform next steps as part of their school improvement plan.
- Social-Emotional Learning (SEL): All teachers will deliver evidence-based universal SEL instruction in their classrooms to all students as evidenced by the SEL look-for document and create plans for implementation improvement based on strengths and areas for growth. We will schedule the first 30 minutes of the day for dedicated SEL instruction and community building focus. The PBIS team will determine methods to evaluate the success and outcome of the use of time.
- Student/Teacher Connections: The number of 3rd-5th graders responding favorably to the Panorama question “How well does your teacher know you?” will increase from 75% to 80%. This will happen through implementation of response to information gained from student focus groups, school-wide emphasis on developing relationships, implementation of positive recognition of student work and behavior, and training and focus on relationship-building strategies with students in classroom and building-wide.

FAMILY AND COMMUNITY ENGAGEMENT:

We believe that education is the shared responsibility of families, educators and community members and we value and respect the diversity of perspectives, knowledge and abilities that all of our stakeholders bring to our schools.

As a school community, we have the important mission of shaping the future of the next generation. The families of our students are essential partners in supporting student academic and social emotional development, community partners play an important role providing services, resources and a network of support to our most vulnerable families. Our educators, administrators and school staff embrace a culture of service focused on working together with families and the community to ensure all students succeed in school and life.

We know that the key to our success lies on ensuring that all stakeholders develop the capacity, knowledge and skills needed to collaborate effectively and participate in the education process as equal partners.

SMART GOAL:

At least 20% of families in each subgroup will participate in the family engagement survey administered during winter 2020.

Our strengths in this area:

- Family Engagement: Clyde Hill is a community with high family involvement and strong student achievement.
- PTSA Partnership: We have an active PTSA committed to curriculum enhancement supporting teacher’s instruction.

Key Performance Indicators:

- Family Engagement survey
- Participation of parents, particularly by different population groups, in school teams, school activities, and focus groups.

To support student growth and achievement for those performing below grade level, our school community will meet the academic and non-academic needs in the following ways:

- Parent Engagement Opportunities: Expand opportunities for parents, local organizations, and members of the community to learn and support our work together (PBIS and Sense of Belonging representation).
 - Relationship Building: Strengthen relationships with parents and families through deeper understanding of their perspectives and needs.
 - Communication: Improve two-way communication with families and community partners by implementing focus groups each semester to share information and solicit feedback.
 - Community Partnership: Implement a better system to match resources and services in the community with identified student needs.
 - Equity & Inclusion: Implementing equitable and culturally responsive family engagement practices aligned with academic goals.
-