



# School Improvement Plan Lake Hills Elementary School 2023-24



## *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 Lake Hills Elementary School?**

- Diverse Pre K-5 community of 430 students
- Proud Spanish Dual Language school
- Over 30 languages are spoken in our school
- Our top 6 languages are: English, Spanish, Russian, Arabic, Urdu, Korean

## **Inside:**

- Student Voice and Agency
- Educational Excellence
- Equity Commitments
- School Profile



*See Appendix for School Profile*

# Student Voice and Agency

Each student holds the power to shape their own future and have a positive impact on the world they inhabit. In recent years, we have observed an increase in student involvement at all levels, including Board meetings. Students have come forward to discuss crucial issues impacting their well-being and academic success. They have proudly celebrated their successes and courageously drawn attention to systemic inequities and barriers to student achievement. In this School Improvement Plan (SIP), we will prioritize student voice and agency as a key initiative to transform students' learning experiences.

The staff at Lake Hills strongly prioritizes student voice and agency, knowing that this leads to students having ownership in their learning and school communities. Our teachers value the assets students bring to the classroom and strive to build communities responsive to the unique needs of each and every student.

1. **Goal:** Elevate student voice and agency to cultivate well-being and joy while transforming learning experiences in the classroom and school community.

## 2. Measures and Levels of Evidence

### Map-Level Data:

| Panorama Survey School Climate Domain - <b>Sense of Belonging</b> (% favorable responses, grades 3-5): |             |             |                    |                    |
|--------------------------------------------------------------------------------------------------------|-------------|-------------|--------------------|--------------------|
| Student Groups                                                                                         | Spring 2022 | Spring 2023 | Spring 2024 Target | Spring 2024 Actual |
| All Students                                                                                           | 70% (187)   | 72% (156)   | 80%                |                    |
| Asian                                                                                                  | 79%         | 75%         | 80%                |                    |
| Black                                                                                                  | *           | 75%         | 80%                |                    |
| Hispanic                                                                                               | 62%         | 67%         | 75%                |                    |
| Multi-ethnic                                                                                           | 78%         | *           | 80%                |                    |
| White                                                                                                  | 70%         | 72%         | 77%                |                    |
| Students w/IEPs                                                                                        | 64%         | 62%         | 70%                |                    |
| English Learners                                                                                       | 63%         | 69%         | 75%                |                    |
| Low Income                                                                                             | 68%         | 69%         | 75%                |                    |

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

### Street-Level Data:

The RE&I team met this summer as part of our building's BLT/RE&I retreat. In this meeting, we reviewed our 2023 Panorama data. We specifically looked at the domain of Sense of Belonging and the % favorable responses. We noticed the following trends:

- In every subcategory under Sense of Belonging, girls had a less favorable response than boys. For example, "How friendly are the students at this school?" 43% percent of girls responded favorably while 63% of boys responded favorably
- Students in the Dual Language program also responded less favorably in every subcategory under sense of belonging. For the same question as above, 47% of DL students responded favorably while 58% of non-DL students responded favorably.

We had lots of theories on the results. We decided that we needed to collect more data and dig a little deeper. We created a school-wide questionnaire to be given from K to 5<sup>th</sup> grade. (We know that the Panorama survey is 3<sup>rd</sup> – 5<sup>th</sup> but the 2<sup>nd</sup>

grade team was interested in this data as well). We also decided that we needed to collect quantitative data so we created a sub-set of open-ended questions that would be part of an empathy interview.

A sub-group of RE&I team members worked to create a questionnaire. That questionnaire was reviewed and edited by the RE&I team. We also created a simpler version of the questions for the younger grades.

We initially announced the idea during our August building PDs. We introduced a more detailed plan during the October 13<sup>th</sup> PD. Staff will collect this information and we will compile the data as part of PD in November. The details of the plan are listed below.

- Each teacher will ask questions to every student about sense of belonging and will follow up with more specific questions about sense of belonging to a small, targeted group of 4-5 students.
- Below are the whole group questions for 3-5:

**Sense of Belonging Survey**

1. My classmates know something about my culture or family. True or False
2. My classmates know how to pronounce my name. True or False
3. I have friends here. True or False
4. I like coming to Lake Hills. True or False
5. I feel I am valued and included at school. True or False
6. Do you experience challenges at school? True or False

- *Below are the whole group questions for K-2:*

Name \_\_\_\_\_

**Sense of Belonging Survey**

1. My classmates know something about my culture or family. 😊 😐
2. My classmates know how to pronounce my name. 😊 😐
3. I have friends here. 😊 😐
4. I like coming to Lake Hills. 😊 😐
5. I feel I am valued and included at school. 😊 😐
6. Do you experience challenges at school? 😊 😐

- Below are the questions for the empathy interview given to a select group of students in each 3<sup>rd</sup>–5<sup>th</sup> grade classroom.
  - Do you feel like you belong here? Why or why not?
  - What is your biggest challenge or frustration?
  - Do you like to come to Lake Hills? Why or why not?

- How do you feel valued and/or included at Lake Hills?

### 3. Summary of Evidence

There are lots of celebrations in the Sense of Belonging data. Our % of favorable responses to all questions was 72%. Students had a more positive response to some important subcategory questions.

- How much do you feel like you belong? (77%)
- How well do students with different skin color treat each other at school? (81%)
- Does this school respect all student’s culture (85%)

Another celebration is that we saw some growth in Sense of Belonging in some key categories. Our overall % of favorable responses increased 2 percentage points (70% to 72%). We also saw meaningful growth for students who identify as Hispanic (62% to 67%) and English Learners (63% to 69%).

There were two questions that recorded very low positive responses were:

- How friendly are the students at this school? (54%)
- Do students treat each other well on the playground? (58%)

Across all subgroups, the percentages were low.

The data also shows that our current 4<sup>th</sup> and 5<sup>th</sup> graders have a very high sense of belonging. Last year’s 5<sup>th</sup> grade cohort responses were the lowest of all the grade levels. It showed up in almost every subcategory but below is a sampling:

| Question                                                | 3rd | 4th | 5th |
|---------------------------------------------------------|-----|-----|-----|
| Overall Sense of Belonging                              | 77  | 77  | 62  |
| How much do you feel like you belong?                   | 87  | 84  | 60  |
| How connected do you feel to the adults at this school? | 83  | 81  | 58  |

### 4. Equity Challenges

A trend that shows up in a couple of data points highlights some work that needs to be done for students with IEPs. The results from the 2023 Panorama survey show that students have the lowest % of favorable responses than any other subgroup. If you dig deeper into the subcategories, the data shows that our students with IEPs struggle during less structured time.

| Question                                             | All Students | Students with IEPs |
|------------------------------------------------------|--------------|--------------------|
| Do students treat each other well in the cafeteria?  | 66           | 45                 |
| Do students treat each other well in the hallway?    | 72           | 47                 |
| Do students treat each other well on the playground? | 58           | 50                 |

## Educational Excellence

Academic success, as one aspect of educational excellence, remains a “mission-critical” component of the Bellevue School District. Strong literacy and math skills are critical to preparing students for rigorous high school courses and post-secondary learning.

The teachers & staff at Lake Hills prioritize academic learning and educational excellence in our planning, professional development, and work to serve students. We believe that a student’s elementary experience provides a critical

foundation for their educational careers. We are committed to providing exceptional tier 1 instruction, along with tier 2 and tier 3 instruction as needed for students.

Lake Hills Elementary is committed to advocacy and leadership for equitable dual language programming as the only research based effective method of meeting the diverse needs of emergent bilingual learners. Lake Hills Elementary supports and actively seeks continued enrichment of culturally relevant instructional practices specific to emergent bilingual learners. In practicing a view of holistic bilingualism, Lake Hills Elementary recognizes that the trajectory of an emergent bilingual student is not the same as that of a monolingual English student and requires the selection and use of assessment and accountability measures that are authentic to the program language and holistic in nature. Moreover, the Lake Hills staff works to provide all students with supportive language acquisition teaching and learning strategies.

Lake Hills Elementary staff believes in culturally responsive instruction, in both academics and social emotional learning. Our goal is to create a learning environment where students have a positive self-identity, feel safe, and are thriving learners. To create a welcoming learning environment, we are committed to using positive behavior intervention supports and trauma informed practices. The staff has an unwavering belief in each student and that each is capable of learning at high rates. This means we believe regardless of circumstances, any and every child can attend and succeed in post-high school learning of their choice. We are committed to collaborating with all staff, students, and families to support each and every child.

**1. Goal #1--Literacy:** Increase the percentage of students meeting or exceeding proficiency standards in reading by the end of Grade 3.

**2. Measures and Levels of Evidence**

*Satellite and Map-Level Data:*

| Star Reading Proficiency – Grade 3 (*not cohort data) |             |           |                    |                    |
|-------------------------------------------------------|-------------|-----------|--------------------|--------------------|
| Student Groups                                        | Spring 2023 | Fall 2023 | Spring 2024 Target | Spring 2024 Actual |
| All Students                                          | 55% (66)    | 44%       | 55%                |                    |
| Asian                                                 | 89%         | 90%       | 95%                |                    |
| Black                                                 | 57%         | 22%       | 30%                |                    |
| Hispanic                                              | 33%         | 5%        | 30%                |                    |
| Multi-ethnic                                          | 20%         | 63%       | 70%                |                    |
| White                                                 | 79%         | 69%       | 75%                |                    |
| Students w/IEPs                                       | 14%         | 30%       | 35%                |                    |
| English Learners                                      | 36%         | 10%       | 30%                |                    |
| Low Income                                            | 40%         | 20%       | 30%                |                    |

\* Groups of fewer than 5 students are not included to protect confidentiality.

| Smarter Balanced Proficiency – Grade 3 (*not cohort) |                |                    |                    |
|------------------------------------------------------|----------------|--------------------|--------------------|
| Student Groups                                       | Spring 2023    | Spring 2024 Target | Spring 2024 Actual |
| All Students                                         | 48.4% (64 stu) | 55%                |                    |
| Asian                                                | 77.8%          | 83%                |                    |

|                  |       |     |  |
|------------------|-------|-----|--|
| Black            | 42.9% | 50% |  |
| Hispanic         | 36.4% | 45% |  |
| Multi-ethnic     | 20.0% | 30% |  |
| White            | 64.3% | 70% |  |
| Students w/IEPs  | 28.6% | 35% |  |
| English Learners | 25.0% | 30% |  |
| Low Income       | 37.2% | 45% |  |

| Subgroup                      | Grades 3-5: Star Reading Growth    |                              |                           |                               |                               |
|-------------------------------|------------------------------------|------------------------------|---------------------------|-------------------------------|-------------------------------|
|                               | Star Reading % Typical/High Growth |                              |                           |                               |                               |
|                               | Fall 2020-<br>Spring<br>2021       | Fall 2021-<br>Spring<br>2022 | Fall 2022- Spring<br>2023 | Fall 2023-Spring<br>2024 Goal | Fall 2023-Spring<br>2024 Goal |
| <b>All</b>                    | <b>63% (155)</b>                   | <b>76% (190)</b>             | <b>74% (195)</b>          | <b>80%</b>                    |                               |
| Asian                         | 60%                                | 80%                          | 64%                       | 80%                           |                               |
| Black                         | *                                  | 75%                          | 72%                       | 80%                           |                               |
| Hispanic                      | 54%                                | 76%                          | 76%                       | 80%                           |                               |
| Multi-Ethnic                  | 93%                                | 89%                          | 81%                       | 90%                           |                               |
| White                         | 67%                                | 70%                          | 76%                       | 80%                           |                               |
| Low Income                    | 58%                                | 72%                          | 75%                       | 80%                           |                               |
| English Learner               | 54%                                | 73%                          | 77%                       | 85%                           |                               |
| Students with<br>Disabilities | 52%                                | 62%                          | 58%                       | 80%                           |                               |
| Female                        | 68%                                | 76%                          | 76%                       | 80%                           |                               |
| Male                          | 58%                                | 77%                          | 72%                       | 80%                           |                               |
| Advanced<br>Learning          | 79%                                | 79%                          | *                         | 80%                           |                               |
| Traditional                   | 61%                                | 76%                          | 74%                       | 80%                           |                               |
| Grade 3                       | 48%                                | 69%                          | 76%                       | 80%                           |                               |
| Grade 4                       | 75%                                | 78%                          | 69%                       | 80%                           |                               |
| Grade 5                       | 56%                                | 81%                          | 76%                       | 80%                           |                               |

Street-Level Data:

We know that in order to get a complete picture of how and why students grow, that we need to look not only at satellite and map data but also at street level data. Before the November 8<sup>th</sup> PD, every classroom teacher will conduct the following **interviews** with 4-5 students in order to collect street data on their literacy skills. The staff will analyze the responses and look for trends across grade levels as well as vertically across grade bands.

| Reading Questions | What do you like about reading? | What is your least favorite thing about reading time at school? Has there been a time when you've felt frustrated with reading? What did you do? | What's your favorite thing about reading time and school, and what do you wish we did more of during our literacy time? How can I help you with reading? |
|-------------------|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student 1         |                                 |                                                                                                                                                  |                                                                                                                                                          |
| Student 2         |                                 |                                                                                                                                                  |                                                                                                                                                          |
| Student 3         |                                 |                                                                                                                                                  |                                                                                                                                                          |
| Student 4         |                                 |                                                                                                                                                  |                                                                                                                                                          |
| Student 5         |                                 |                                                                                                                                                  |                                                                                                                                                          |

### 3. Summary of Evidence

When looking at STAR Reading proficiency for 3<sup>rd</sup> grade, we can see that more subgroups of last year's 3<sup>rd</sup> graders showed proficiency in the Spring as compared to our current 3<sup>rd</sup> grade cohort in the Fall of 2023. One exception is that more of this year's 3<sup>rd</sup> graders identifying as Multi-ethnic and students with IEPs demonstrated proficiency than the previous year's 3<sup>rd</sup> graders.

We can see from the data that more students demonstrated proficiency on STAR reading vs. SBA. In particular, our English Learners showing proficiency was 10% higher on STAR than on SBA. Conversely, students with IEPs demonstrated a higher rate of proficiency on SBA than on STAR (14%).

When looking at the data, it is important to note that our Dual Language students are introduced to English literacy instruction at a 50/50 model at the third grade, with a more gradual introduction to English literacy starting in Kindergarten. The Dual Language model anticipate students will be proficient in both languages by middle school to demonstrate proficiency on assessments such as STAR English Reading or SBA, but not in 3<sup>rd</sup> grade. In addition, students who are MLL and still acquiring English are expected to show measurable growth on the WIDA assessment, but not necessarily on the STAR Reading or SBA by 3<sup>rd</sup> grade.

Looking at our STAR reading growth, nearly all of our subgroups had at least 70% of students showing typically or high growth in the 2022-23 school year. This year our goal is for all subgroups to have at least 80% of students showing typical or high growth. We know that if most of our students are demonstrating typical or high growth, it will move us closer to closing the achievement gap and ultimately getting more students to a level of proficiency.

### 4. Equity Challenges

- Equity challenges from street data will be highlighted once the data is collected and analyzed at our November 8<sup>th</sup> PD.
- From the satellite and map data, we can see that there our largest equity challenges, as highlighted in STAR proficiency are with our Black (22%), Hispanic (5%), low income (20%), and English Learning students (105) whereas the overall proficiency was 44%. SBA data shows disparities in the performance from our students with IEPs (28.6%), multiethnic (20%), and English learners (25%) whereas the overall proficiency was 48.4%.

1. **Goal #2—Math:** Increase the percentage of students meeting or exceeding proficiency standards in **math** by the end of Grade 5.

## 2. Measures and Levels of Evidence

### Satellite and Map-Level Data:

| Star Math Proficiency – Grade 5 (English/Spanish combined) |             |           |                    |                    |
|------------------------------------------------------------|-------------|-----------|--------------------|--------------------|
| Student Groups                                             | Spring 2023 | Fall 2023 | Spring 2024 Target | Spring 2024 Actual |
| All Students                                               | 33% (77)    | 26% (66)  | 40%                |                    |
| Asian                                                      | 45%         | 13%       | 30%                |                    |
| Black                                                      | 17%         | 50%       | 55%                |                    |
| Hispanic                                                   | 31%         | 13%       | 30%                |                    |
| Multi-ethnic                                               | 40%         | 80%       | 85%                |                    |
| White                                                      | 30%         | 33%       | 40%                |                    |
| Students w/IEPs                                            | 8%          | 8%        | 30%                |                    |
| English Learners                                           | 21%         | <10%      | 30%                |                    |
| Low Income                                                 | 26%         | 12%       | 30%                |                    |

\* Groups of fewer than 5 students are not included to protect confidentiality.

| Smarter Balanced Math Proficiency – Grade 5 (*not cohort data) |                |                    |                    |
|----------------------------------------------------------------|----------------|--------------------|--------------------|
| Student Groups                                                 | Spring 2023    | Spring 2024 Target | Spring 2024 Actual |
| All Students                                                   | 27.3% (77 stu) | 40%                |                    |
| Asian                                                          | 54.5%          | 60%                |                    |
| Black                                                          | <10%           | 55%                |                    |
| Hispanic                                                       | 16.7%          | 30%                |                    |
| Multi-ethnic                                                   | 33.3%          | 85%                |                    |
| White                                                          | 35.3%          | 40%                |                    |
| Students w/IEPs                                                | <10%           | 30%                |                    |
| English Learners                                               | <10%           | 30%                |                    |
| Low Income                                                     | 17.3%          | 30%                |                    |

| Subgroup     | Grades 3-5: Star Reading Growth |                       |                       |                            |                              |
|--------------|---------------------------------|-----------------------|-----------------------|----------------------------|------------------------------|
|              | Star Math % Typical/High Growth |                       |                       |                            |                              |
|              | Fall 2020-Spring 2021           | Fall 2021-Spring 2022 | Fall 2022-Spring 2023 | Fall 2023-Spring 2024 Goal | Fall 2023-Spring 2024 Actual |
| All          | 57% (49)                        | 78% (165)             | 76% (184)             | 85%                        |                              |
| Asian        | *                               | 74%                   | 85%                   | 90%                        |                              |
| Black        | *                               | 92%                   | 74%                   | 85%                        |                              |
| Hispanic     | 57%                             | 72%                   | 69%                   | 85%                        |                              |
| Multi-Ethnic | *                               | 88%                   | 73%                   | 85%                        |                              |



|                            |     |     |     |     |  |
|----------------------------|-----|-----|-----|-----|--|
| White                      | 55% | 82% | 82% | 85% |  |
| Low Income                 | 44% | 73% | 71% | 85% |  |
| English Learners           | 42% | 70% | 74% | 85% |  |
| Students with Disabilities | *   | 58% | 65% | 85% |  |
| Female                     | 52% | 75% | 71% | 85% |  |
| Male                       | 62% | 79% | 79% | 85% |  |
| Advanced Learning          | *   | 92% | *   |     |  |
| Traditional                | 58% | 76% | 74% | 85% |  |
| Grade 3                    | 23% | 57% | 68% | 85% |  |
| Grade 4                    | 53% | 83% | 79% | 85% |  |
| Grade 5                    | 84% | 89% | 79% | 85% |  |

Street-Level Data:

We know that in order to get a complete picture of how and why students grow, we need to look not only at satellite and map data but also at street level data. Before the November 8<sup>th</sup> PD, every classroom teacher will conduct the following interviews with 4-5 students in order to collect street data on their literacy skills. The staff will analyze the responses and look for trends across grade levels as well as vertically across grade bands.

| Math Questions | What do you like about math? | What is your least favorite thing about math time at school? Has there been a time when you've felt frustrated with math? What did you do? | What's your favorite thing about math time and school, and what do you wish we did more of during our math time? How can I help you with math? |
|----------------|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| Student 1      |                              |                                                                                                                                            |                                                                                                                                                |
| Student 2      |                              |                                                                                                                                            |                                                                                                                                                |
| Student 3      |                              |                                                                                                                                            |                                                                                                                                                |
| Student 4      |                              |                                                                                                                                            |                                                                                                                                                |
| Student 5      |                              |                                                                                                                                            |                                                                                                                                                |

**3. Summary of Evidence:**

When looking at STAR math proficiency in 5<sup>th</sup> grade, we see that the 5<sup>th</sup> graders from Spring 2023 showed a slightly higher rate of proficiency as compared to the 5<sup>th</sup> graders in fall of 2023. This is true of most subgroups, with the exception of black and multi-ethnic students. In these subgroups, the current 5<sup>th</sup> graders showed a significantly higher rate of proficiency than last year's 5<sup>th</sup> graders.

When looking at SBA from 2023, we can see that we'd like to narrow our focus on supporting all students, but specifically the subgroups of students who identity as Black, students with IEPs, and English learners.

Looking at our STAR math growth, nearly all of our subgroups had at least 70% of students showing typically or high growth in the 2022-23 school year. This year our goal is for all subgroups to have at least 80% of students showing

typical or high growth. We know that if most of our students are demonstrating typical or high growth, it will move us closer to closing the achievement gap and ultimately getting more students to a level of proficiency.

**4. Equity Challenges**

- Equity challenges from street data will be highlighted once the data is collected and analyzed at our November 8<sup>th</sup> PD.
- From the satellite and map data, the largest equity challenges, as seen in the STAR proficiency rates are with our Asian (13%), Hispanic (13%), Students with IEPs (8%), English Learners (0%), and Low-Income students (0%) as compared the overall proficiency of 26%. SBA Data shows disparities in performance in our Black students (0%), Hispanic (16.7%), Students with IEPs (6.7%), English Learners (7.5%), and Low Income (17.3%) whereas the overall proficiency was 27.3%.

**Equity Commitments**

All students have an inherent right to an equitable, accessible, inclusive, and culturally responsive learning environment.

Based on instructional priorities at the P-5 level, elementary schools are all focusing on Equitable Access to High Quality Instruction as a top equity commitment. Elementary Schools may elect to select an additional Equity Commitment of focus on for the 2023-2024 school year but are not required to do so.

As a staff we hold high expectations for each student at Lake Hills Elementary and deeply care about their success with equity at forefront of all our decision making. The building level professional development highlights the importance of enhancing our racial consciousness to support student development and maintenance of a positive self-identity. Teacher teams meet regularly focusing on instructional practices that increase student success with a lens culturally responsive pedagogy. In all of this, we aim to improve our ability to serve our students and families who have historically been furthest away from educational justice.

**1. Goal/Equity Commitment:**

- a. **Equitable Access to High Quality Instruction: Provide concerted universal instructional efforts and extensive and varied intervention opportunities to support all students, including those who face barriers and inequities, to meet key milestones for student growth and achievement, and their own personal growth and learning goals.**

**Measures and Levels of Evidence**

*Satellite and/or Map-Level Data:*

| <b>Equity Commitment Satellite/Map Data – Focal Students</b> |                  |                           |                           |
|--------------------------------------------------------------|------------------|---------------------------|---------------------------|
| <b>Student Groups</b>                                        | <b>Fall 2023</b> | <b>Spring 2024 Target</b> | <b>Spring 2024 Actual</b> |
|                                                              |                  |                           |                           |

|                    | Sense of Belonging (Spring 2023 Grades 3-5) | Math (STAR 5 <sup>th</sup> ) | Reading (STAR 3 <sup>rd</sup> ) | Sense of Belonging (Grades 3-5) | Math (STAR 5 <sup>th</sup> ) | Reading (STAR 3 <sup>rd</sup> ) |  |  |  |
|--------------------|---------------------------------------------|------------------------------|---------------------------------|---------------------------------|------------------------------|---------------------------------|--|--|--|
| All Students       | 72%                                         | 26%                          | 44%                             | 80%                             | 40%                          | 55%                             |  |  |  |
| Black              | 75%                                         | 50%                          | 22%                             | 80%                             | 55%                          | 30%                             |  |  |  |
| Hispanic           | 67%                                         | 13%                          | <10%                            | 75%                             | 30%                          | 30%                             |  |  |  |
| MLL                | 69%                                         | <10%                         | 10%                             | 75%                             | 30%                          | 30%                             |  |  |  |
| Students with IEPs | 62%                                         | <10%                         | 30%                             | 70%                             | 30%                          | 35%                             |  |  |  |

Street-Level Data:

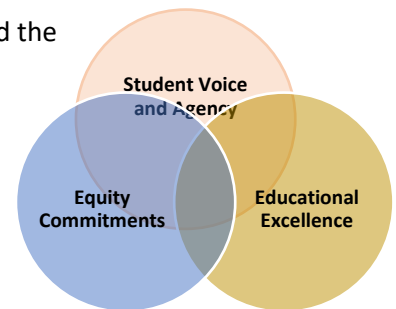
The Building Leadership Team (BLT) and Racial Equity and Inclusion team understand that our students’ growth depends on the voices and stories of our students. We have coached teachers to pick a **focal student** to be at the center of their equity work to help drive instructional decisions, and the hope is that will positively influence Satellite and Map Data outcomes for sense of belonging, math, and reading. We are hoping that with using focal students to drive our decision making and focus, that we will be better able to serve our students and families who have been historically in the margins.

## Summary of Evidence & Equity Challenge

In most areas of our satellite and map data there are persistent gaps between the data measures for “all students” and our Black, Hispanic, MLL, and students with IEPs. These gaps are what is driving this year’s professional development based on focal students and collection of street data to inform our tier 1 and tier 2 instruction.

## Key Improvement Strategies

Continuous school improvement requires ongoing learning, reflection, collaboration, and the implementation of evidence-based best-practices. The strategies identified below represent our key improvement strategies to achieve our goals this year.



### Strategy 1: Focusing on MTSS & Intervention Cycles

- August & September PD centered around tier 2 intervention cycles for literacy
  - PLCs met with facilitators & co-teachers meet to review & analyze previous EOY data as well as BOY data
  - Teachers, in conjunction with support staff, planned appropriate intervention cycles in literacy based on previous EOY data and BOY data
  - Teachers planned progress monitoring tools and organized intentional ways of tracking intervention cycles
- Work of Academic Guidance Team (engaging the MTSS process)
  - Academic Guidance team (Facilitators & admin) meets once a week with individual teachers to discuss targeted supports for specific students referred by classroom teachers and facilitators
  - Academic Guidance team refines tier 2 interventions and refers students for tier 3 support
- Training GSAs to support students in literacy intervention groups

- LAP facilitators trained GSAs to intentionally serve targeted students in literacy skills during their time in classrooms (using Heggerty and Ufli materials)
- Targeted grade level support
  - Met with specific grade levels (4<sup>th</sup>) during an extended planning period with provided coverage for the teachers in order to address urgent needs arising for them in order to coordinate targeted supports (LAP, co-teacher time, MLL supports, ITCL supports)
- Collaborating with “Math Agency” to deliver math interventions based on student data (universal, map, and street data)

### **Strategy 2. Deepening our PLC work**

- Provide time for teachers to collaborate with co-teachers and facilitators to make data-based decisions about where time and resources are allocated
- Prioritize making time for collaboration between teachers and support staff at grade levels
  - Set aside 40 minutes weekly or 80 minutes bi-weekly of uninterrupted time for looking at data, planning intervention cycles, and collaborating with other stakeholders
- Review data from intervention cycles
  - Look at progress monitoring data from the common intervention tracking sheets & progress monitoring to make adjustments as necessary
- Engage in DuFour’s critical questions of PLC work
  - What do we want all students to know and be able to do?
  - How will we know if they have learned it?
  - How will we respond if some students do not learn it?
  - How will we extend the learning for students who are already proficient?

### **Strategy 3: Committing to Street Data work**

- During October 13<sup>th</sup> PD, teachers were led through an exercise of choosing a focal student for the year (ideally MLL) in order to deepen their understanding of that child’s experience at school
- Teachers were provided with math, literacy, and SEL questions to present to small groups of 4-5 students in order to collect targeted street data. That data will be looked at during the November BDPD in order to look for trends across grade levels in order for teachers to reflect on how they could adjust their practices based on the street data from the interviews
  - Literacy questions:
    - What do you like about reading?
    - What is your least favorite thing about reading time at school? Has there been a time when you’ve felt frustrated with reading? What did you do?
    - What’s your favorite thing about reading time and school, and what do you wish we did more of during our literacy time? How can I help you with reading?
  - Math questions:
    - What do you like about math?
    - What is your least favorite thing about math time at school? Has there been a time when you’ve felt frustrated with math? What did you do?
    - What’s your favorite thing about math time and school, and what do you wish we did more of during our math time? How can I help you with math?
  - SEL sense of belonging questions:
    - Do you feel like you belong here? Why or why not?
    - What is your biggest challenge or frustration?
    - Do you like coming to Lake Hills? Why or why not?
    - How do you feel valued and/or included at Lake Hills?

## School Overview

Lake Hills Elementary is a Spanish Dual Language Prek-5th grade school serving approximately 430 students. United as a diverse learning community, we empower all students to act with integrity, think critically, leverage strengths, and discover passions so that the future holds limitless possibilities.

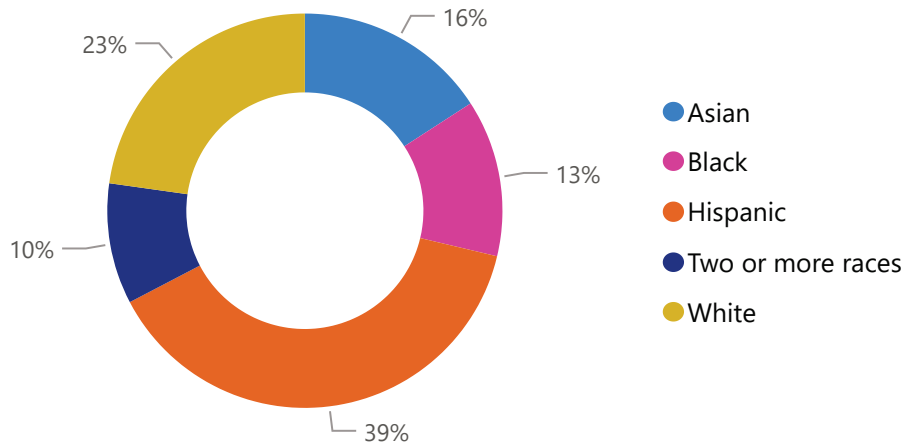
14310 SE 12th St  
Bellevue, WA 98007

<http://www.bsd405.org/lakehills>  
425-456-5300  
Erin Hagan

## Programs Offered

Spanish Dual Language

## Racial Diversity



## School & Student Characteristics <sup>1</sup>

Lake Hills Elementary School    District Elementary Average <sup>2</sup>

|                                       | Lake Hills Elementary School | District Elementary Average <sup>2</sup> |
|---------------------------------------|------------------------------|------------------------------------------|
| Enrollment (10/3/2022)                | 400                          | 411                                      |
| Average Attendance Rate               | 91%                          | 94%                                      |
| Eligible for Free/Reduced Price Meals | 62%                          | 21%                                      |
| Receiving Special Education Services  | 12%                          | 9%                                       |
| English Language Learners             | 39%                          | 25%                                      |
| First Language Other Than English     | 49%                          | 45%                                      |
| Mobility Rate <sup>3</sup>            | 21%                          | 16%                                      |

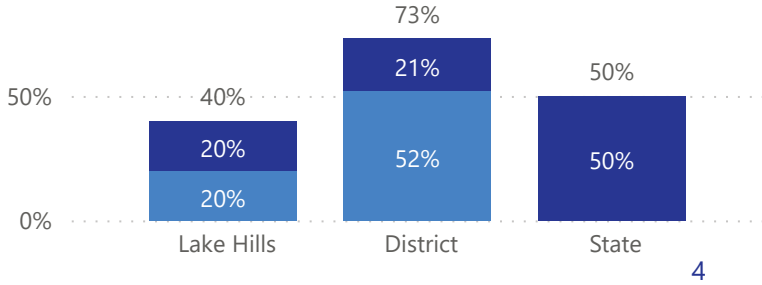
# Summary of Student Achievement

## State Assessment Results for Grades 3-5 (Spring 2023)

Percentage of Students Meeting / Exceeding Standards

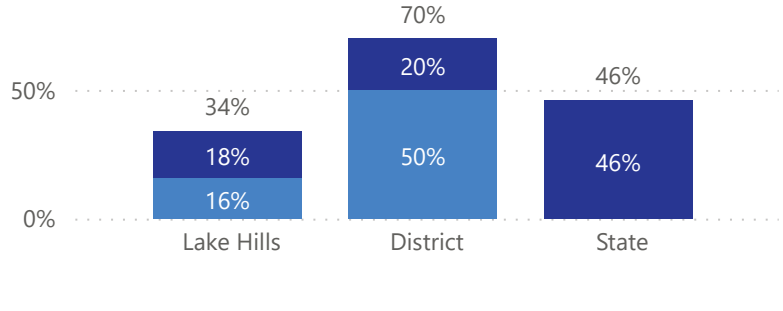
### SBA: English Language Arts

● Exceeds Standards ● Meets Standards



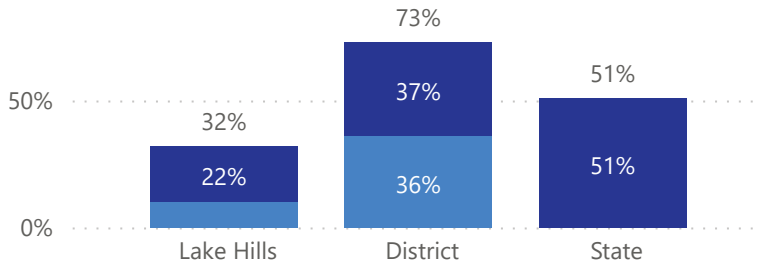
### SBA: Math

● Exceeds Standards ● Meets Standards



### WCAS: Science

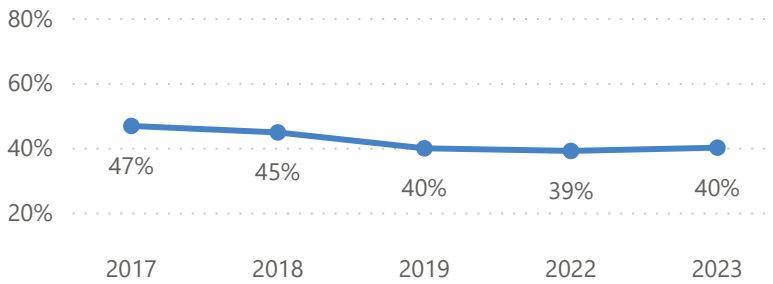
● Exceeds Standards ● Meets Standards



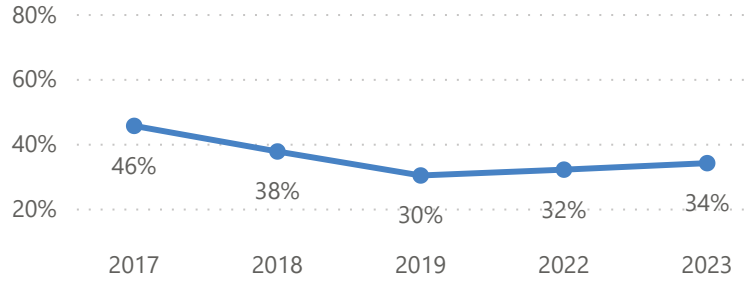
## Lake Hills State Assessment Results for Grades 3-5

Percentage of Students Meeting Standards

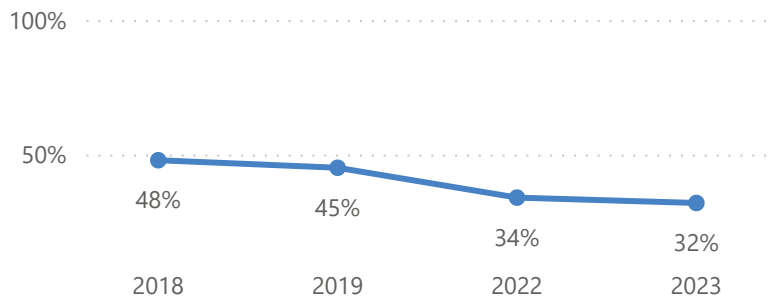
### SBA: English Language Arts



### 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](http://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](http://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 3, 2022 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."