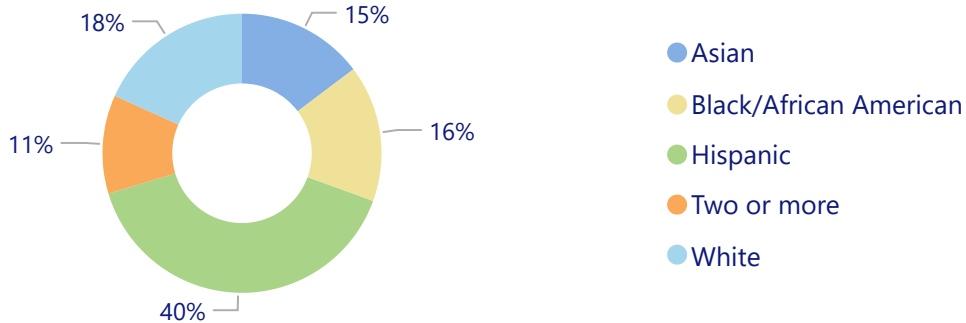


Lake Hills Elementary School

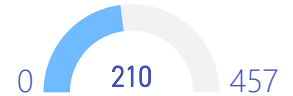
Racial Diversity



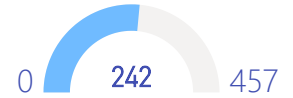
Enrollment: P-5

457

First Language Other Than English

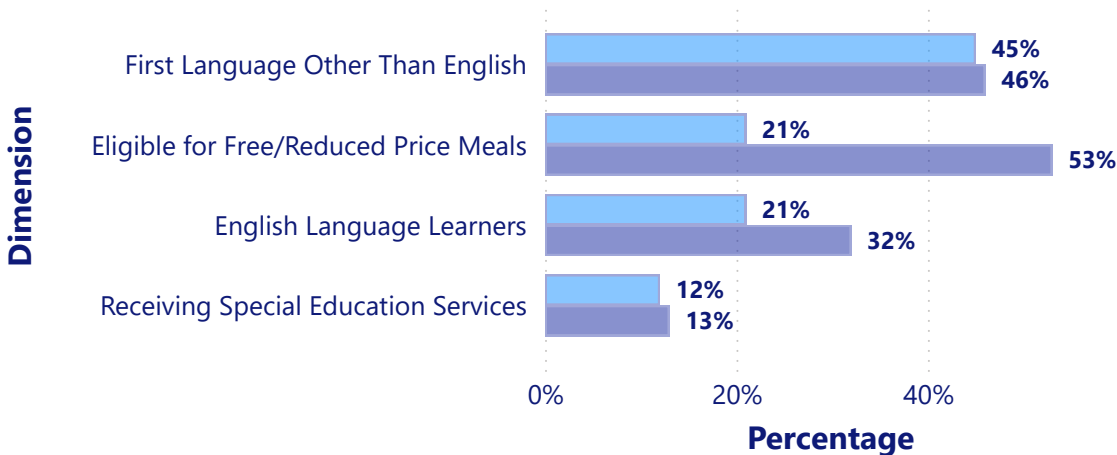


Eligible for Free/Reduced Price Meals



School vs. District Student Metrics

● District Elementary Average ● Lake Hills Elementary School



English Language Learners



Receiving Special Education Services



Lake Hills Elementary School School Improvement Plan 2024-25



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Lake Hills Elementary is a Spanish Dual Language Prek-5th grade school serving approximately 450 students. United as a diverse learning community, we empower all students to act with integrity, think critically, leverage strengths, and discover their passions so that their futures hold limitless possibilities.



School Improvement Plan Priorities

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School Improvement Plan Priorities

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

Bellevue School District **Strategic Plan** Priorities:

Cultivating Student Engagement and Learning

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

Building Human-Centered Systems and Relationships

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

Strengthening Collective Leadership for People and Planet

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





Student Engagement and Learning

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Learning is joyful, innovative, and built upon student strengths. Passion for learning is ignited by placing student voice and agency at the heart of teaching and learning. With active, engaging, and culturally sustaining learning experiences, students learn to navigate and lead in the complex and ever-changing world.

Priority: Provide engaging, relevant learning experiences that center on student voice and agency

CURRENT LANDSCAPE	
	<p>We have seen increases on Panorama survey results in sense of belonging from both the Hispanic and Black/African American subgroups of students, whose sense of belonging responses are proportionate to that of other subgroups of students at Lake Hills. There is room for growth around aiming to see an increase in sense of belonging from our students with disabilities. Looking at SBA English proficiency and SBA math scores, we can see opportunities to close the achievement gaps between our Hispanic, English Learner, and low-income subgroups with their peers.</p>
	<p>Teachers across our school are in agreement that student growth on assessments such as TRC, DIBELS, and math performance data is not always consistent with how they are performing on other assessments such as STAR and SBA. We have seen patterns in which students perform higher on TRC, DIBELS and math performance data when compared to scores on STAR and SBA. In every classroom, regardless of program type, we want to find opportunities to highlight student accomplishments that may not be captured in satellite data.</p>
	<p>In student voice interviews given to five students representative of various subgroups in each K-5 class, students expressed a strong sense of belonging when given opportunities to do things such as partner reading, center work with opportunities for collaboration, hands on experiences, and chances to be in small groups with their teachers. Students highly value experiences such as world culture night to represent their culture and family values. Most students feel as though they have at least one adult in the building that they connect with. There are opportunities for growth in the areas of the cafeteria management and how students resolve conflicts on the playground. Additionally, Dual Language students have voiced feeling a high sense of belonging within the Dual Language program itself. However, they cannot always say the same about feeling a sense of belonging within the school community as a whole.</p>



Student Engagement and Learning Equity Imperative

Lake Hills has a thriving sense of community and a strong commitment to student success among all stakeholders— staff, families, and the larger community. And yet, there still seems to be a divide between Dual and non-Dual language classes. This divide is most demonstrated in the ways in which Dual Language students see themselves belonging within their program, but not always outside of it within the greater context of the school community. This has become evident through street data that has been collected in the form of empathy interviews with students. Our aim is to bring together our Dual and non-Dual language communities with the end goal being that:

- Every student at Lake Hills feels a strong sense of belonging
- Students can leverage their sense of belonging to demonstrate academic growth
- Dual and non-Dual language teachers find space to collaborate and refine Tier 1 literacy and math practices to ensure academic growth and achievement.

Key Improvement Strategies

1. Building and strengthening authentic relationships between every educator (e.g. Support staff, Office Staff, Classroom teachers, etc.) and students through regularly scheduled classroom visits (e.g. Community Circles) with the express purpose to foster a sense of belonging for all.
2. Refine existing opportunities for grade level teams to reflect on literacy data across student languages with facilitators to improve academic growth.
3. Create structured opportunities for teachers to visit each other’s classrooms, especially between dual and non-dual language teachers, to observe math instruction and improve their instructional practices.
4. Create opportunities for Dual and non-Dual Language families to come together to showcase academic excellence.
5. Create opportunities for Dual and non-Dual Language educators to come together to showcase academic excellence.
6. We will align our monthly PD offerings with this SIP to ensure we are implementing it with fidelity. Specifically, when planning for PD, BLT intentionally refers to our key improvement strategies and equity imperative to ensure that PD is in service and advancement of the SIP, improvement strategies and equity imperative. Additionally, we begin PD by reviewing the agenda and explicitly identify which improvement strategies we are addressing within each agenda item.

Monitoring and Measuring Success

- Panorama data will be used to monitor students' sense of belonging.
- Empathy interviews between teachers and students will be conducted to gauge sense of belonging across Dual and non-Dual Language classrooms.
- Formative and summative assessment data will be used to monitor and measure academic growth in math and literacy.

MONITORING SUCCESS



- Panorama survey
 - Survey responses will be looked at in the fall and spring for grades 3-5 for both Dual and Non-Dual programs
- Smarter Balanced Assessments
 - Assessment data will be looked at in the spring for grades 3-5 for both Dual and Non-Dual classrooms for both literacy and math
- Attendance metrics

- Attendance data for K-5 will be analyzed on a bi-weekly basis by the school's Attendance Team
- STAR Reading and Math
 - Assessment data will be looked at for the beginning, middle and end of year (BOY, MOY and EOY) Assessment windows.
 - Math: Grades 1-5 (Dual and Non-Dual)
 - Reading: Grades 3-5 (Dual and Non-Dual)

- MCLASS
 - DIBELS: K-2 (All Non-Dual Students); 3-5 (Dual and Non-Dual students scoring in yellow and red on STAR)
 - Lectura: K-2 (All Dual-Language students)
 - TRC English: K-2 (Non-Dual); 3-5 (Dual and Non-Dual students scoring in yellow and red on STAR)
 - TRC Atlas (Spanish): K-5 (Dual Language)
- Math Interim Assessments: Three (3) assessments scheduled per year for each grade level
- Student work samples: Ongoing K-5 in the areas of math and literacy
 - Literacy: Examples include student writing samples and reading conferences.
 - Math: Examples include daily math exercises, end of unit assessments, and progress within adaptive math program (Imagine Math and iReady). iReady is currently being piloted by some teachers (dual and non-dual) this year.
- Lexia Progress: Ongoing K-5 in the area of literacy



- Teacher-Student Empathy interviews conducted with a sampling of students from each K-5 class and that is representative of various subgroups. Interviews will be conducted at MOY and EOY.
- Daily teacher observations on student engagement and performance in math, literacy and SEL instruction. For example, teachers will continue to observe students during morning community circles and their participation and engagement during math and literacy instruction.



Sustainability

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

Goal: Keep the Lake Hills campus safe and clean for learning.

Actions: “Get Trashy” Club: Under the direction of a staff moderator, this club will engage in and organize campus clean-ups and beautification projects. This club is open to all classrooms beginning in the fall. Success will be measured through anecdotal data based on campus cleanliness.



A Note About Data

A variety of data sources are utilized to measure learning and success on goals. District leaders have worked with renowned educator, consultant, and author Shane Safir, on various sources for measuring learning and educational goals. In her work on educational equity and data-informed decision making, the terms "Street data," "Satellite data," and "Map data" refer to different types of information that provide varying perspectives on student learning and school improvement.

Street Data

"Street data" refers to qualitative, ground-level information that is gathered from direct interactions with students, families, and educators. This type of data is rich in context and personal experiences, often collected through empathy interviews, focus groups, observations, and other narrative methods. Street data captures the lived experiences, voices, and stories of those within the school community, offering deep insights into the nuances of school culture, student engagement, and individual learning journeys. It emphasizes the importance of understanding the human side of education and using this understanding to drive meaningful change.

Satellite Data

"Satellite data" represents quantitative, high-level information that provides a broad overview of school or district performance. This type of data includes standardized test scores, graduation rates, attendance figures, and other traditional metrics commonly used to assess academic achievement and operational efficiency. Satellite data offers a macro perspective, allowing educators and policymakers to identify trends, compare performance across different schools or districts, and make data-driven decisions at a systemic level. However, it often lacks the contextual depth needed to understand the underlying causes of these trends.

Map Data

"Map data" bridges the gap between street data and satellite data by providing a middle layer of information that combines both qualitative and quantitative elements. This type of data includes school climate surveys, formative assessments, student work samples, and other tools that offer a more detailed and contextualized view of student learning and school environments. Map data helps educators and leaders to connect the broad patterns observed in satellite data with the specific insights gained from street data, facilitating a more holistic and nuanced approach to school improvement and student support.

By integrating street data, satellite data, and map data, educators can develop a comprehensive understanding of their schools and communities, leading to more effective and equitable educational practices.



Satellite Data: Student Well-Being

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Student Well-Being

Student Groups	Sense of Belonging (Grades 3-5)		Student Engagement (Grades 3-5)	
	Spring 2024	Spring 2025	Spring 2024	Spring 2024
All Students	71%		78%	
Asian	77%		80%	
Black/African American	63%		77%	
Hispanic	70%		74%	
Multi-ethnic	*		*	
Native American	*		*	
Pacific Islander	*		*	
White	74%		81%	
Students with Disabilities	55%		59%	
English Learners	73%		75%	
Low Income	70%		75%	



Satellite Data: Literacy

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The Smarter Balanced Assessment (SBA) is a state-required test used as one measure of students' proficiency in English Language Arts (ELA) and mathematics. The Smarter Balanced Assessment is aligned with the Common Core State Standards, utilizing computer-based tests and performance tasks.

Grade 3: Percentage of students meeting or exceeding standards on SBA English Language Arts					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grade 3	36%	42%	48%	43%	
Asian	42%	42%	*	67%	
Black	*	*	43%	*	
Hispanic	27%	23%	35%	19%	
Multi-Ethnic	*	*	*	*	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	*	*	n/a	n/a	
White	47%	53%	64%	56%	
Low Income	26%	16%	38%	26%	
English Learners	10%	12%	23%	17%	
Students with Disabilities	*	*	*	*	

Grade 4: Percentage of students meeting or exceeding standards on SBA English Language Arts					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grade 4	27%	32%	35%	33%	
Asian	38%	46%	*	*	
Black	*	*	*	36%	
Hispanic	20%	24%	10%	20%	
Multi-Ethnic	*	*	*	*	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	*	*	*	
White	36%	38%	42%	50%	
Low Income	14%	26%	21%	26%	
English Learners	0%	7%	11%	16%	
Students with Disabilities	0%	17%	8%	9%	

Grade 5: Percentage of students meeting or exceeding standards on SBA English Language Arts					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grade 5	56%	44%	37%	41%	
Asian	67%	60%	90%	*	
Black	*	*	*	*	
Hispanic	46%	27%	14%	19%	
Multi-Ethnic	*	90%	*	*	



Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	*	*	
White	82%	38%	47%	54%	
Low Income	49%	25%	27%	29%	
English Learners	22%	14%	0%	0%	
Students with Disabilities	*	7%	21%	13%	



Satellite Data: Math

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Grade 3: Percentage of students meeting or exceeding standard on SBA Math

Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024*	Spring 2025
All Grade 3	36%	41%	39%	46%	
Asian	50%	55%	*	75%	
Black	*	*	71%	*	
Hispanic	23%	25%	25%	23%	
Multi-Ethnic	*	*	*	*	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	*	*	n/a	n/a	
White	43%	40%	31%	60%	
Low Income	22%	24%	31%	31%	
English Learners	16%	17%	23%	27%	
Students with Disabilities	*	20%	*	*	

Grade 4: Percentage of students meeting or exceeding standard on SBA Math

Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024*	Spring 2025
All Grade 4	20%	32%	39%	32%	
Asian	31%	54%	*	*	
Black	*	*	*	29%	
Hispanic	10%	14%	21%	21%	
Multi-Ethnic	*	*	*	*	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	*	*	*	
White	27%	38%	46%	50%	
Low Income	7%	21%	25%	21%	
English Learners	4%	10%	14%	21%	
Students with Disabilities	0%	8%	8%	18%	

Grade 5: Percentage of students meeting or exceeding standard on SBA Math

Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024*	Spring 2025
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All Grade 5	33%	25%	27%	29%	
Asian	50%	40%	60%	*	
Black	*	*	*	*	
Hispanic	21%	9%	17%	16%	
Multi-Ethnic	*	67%	*	*	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	*	*	
White	55%	31%	30%	47%	
Low Income	24%	14%	18%	15%	
English Learners	6%	0%	7%	10%	
Students with Disabilities	*	0%	8%	13%	



Satellite Data: Attendance

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Regular school attendance is essential for high school students' success and future opportunities. Consistent attendance is linked to better academic performance, higher graduation rates, and greater career prospects, making it a critical component of a successful high school experience.

Attendance- % of Students Attending School Regularly (at school 90% of the time)

Student Groups	18-19 School Year (pre-pandemic)	23-24 School Year	2024-25 School Year
All students	83%	76%	
Asian	81%	82%	
Black	90%	75%	
Hispanic	85%	72%	
Multi-ethnic	79%	72%	
Native American	n/a	*	
Pacific Islander	*	n/a	
White	83%	85%	
Students with Disabilities	85%	67%	
English Learners	83%	80%	
Low Income	83%	71%	

