



School Improvement Plan Lake Hills Elementary 2022-23

Overview

Bellevue School District Vision

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



Students at Lake Hills Elementary receive a challenging curriculum that aligns with Common Core State Standards in kindergarten through fifth grade. At Lake Hills Elementary School, we are committed to supporting all students' academic, social-emotional, and basic needs. We educate our students with a focus on preparing them to be creators of their future world. As one of eighteen elementary schools within the Bellevue School District, Lake Hills serves approximately 450 students, prek-5th grade.

Lake Hills Elementary is a Spanish Two-Way Dual Language school that includes classes taught using a 80/20, 70/30 and 60/40 language allocation model in K-2nd grades and 50/50 language allocation model in 3rd-5th grades. The dual language model values the concept of additive bilingualism, in which students have the opportunity to acquire a second language without the replacement of their home language and culture. Lake Hills Elementary embraces the three tenets of dual language education, including bilingualism and biliteracy, high academic achievement in two languages, and sociocultural competence. 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.

As a staff we hold high expectations for each student at Lake Hills Elementary and deeply care about their success. The building level professional development is focusing on 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. In addition to rigorous common curriculum supplemented by teachers, students engage with technology regularly. Additionally, the approximately 40% of our students who speak a first language other than English have access to additional supports in English language acquisition.

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.

Lake Hills Elementary offers valuable parent programs that provide families with opportunities to give feedback to school staff regarding teaching and learning. We will continue to use the information gathered from listening opportunities to help school staff further understand what our diverse community needs in order to improve student learning. Parents and families at Lake Hills Elementary also have access to important community resources through our on-site Family Connections Center. At the beginning of each school year, all students and families have the opportunity to meet with their teacher in order to build a positive home to school relationship. Throughout the year, teachers at Lake Hills continue to meet and discuss student learning and progress with families.



See Appendix for School Profile

Affirm and Inspire

Student Well-Being

Strategic Plan Student Well-Being Goal: Students feel safe, affirmed, and inspired to achieve high levels of social-emotional well-being regardless of background.

Student Well-Being Priority: Sense of Belonging

Providing school and classroom environments where all students feel a sense of belonging can increase academic success and well-being. Schools have increased students' sense of belonging by engaging students in the conversation and in the creation and leading of strategies and improvements.

Sense of Belonging Measures and Targets

Increase percentage of students reporting a sense of belonging on the Panorama student survey from Spring 2022 to Spring 2023, with a reduction in subgroup disparities.

| Panorama Survey School Climate Domain - Sense of Belonging Percentage Favorable (Grades 3-5) | | | | | | | |
|--|-----------|-----------|-----------|-------------|-----------|-------------|----------------------------------|
| Student Groups | Fall 2017 | Fall 2019 | Fall 2021 | Spring 2022 | Fall 2022 | Spring 2023 | Spring 2022 – Spring 2023 Change |
| All Students | 58% (215) | 66% (218) | 73% (171) | 70% (187) | | | |
| Asian | 61% (50) | 74% (38) | 82% (31) | 79% | | | |
| Black | * | * | 81% (11) | * | | | |
| Hispanic | 58% (82) | 68% (99) | 68% (70) | 62% | | | |
| Multi-ethnic | * | 72% (14) | 74% (16) | 78% | | | |
| White | 58% (38) | 57% (57) | 71% (41) | 70% | | | |
| Students with Disabilities | 57% (19) | 73% (24) | 67% (24) | 64% | | | |
| English Learners | 54% (76) | 65% (92) | 70% (66) | 63% | | | |
| Low Income | 58% (123) | 64% (132) | 70% (98) | 68% | | | |

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

Data Reflection

Below is a table that includes the most recent “sense of belonging” data for Lake Hills:

| Grades 3-5 Subgroups | Percent of students reporting feeling somewhat or very connected to their classmates on student survey | | | |
|----------------------------|--|-----------|--------------------|--------------------|
| | Spring 2020 | Fall 2020 | Spring 2021 Target | Spring 2021 Actual |
| All Students | 87% | 87% | 90% | 87% |
| Black | * | 100% | * | * |
| Hispanic | 87% | 85% | 90% | 83% |
| Low Income | 82% | 87% | 85% | 85% |
| English Language Learners | 81% | 87% | 86% | 84% |
| Students with Disabilities | * | 85% | * | 89% |

| | | | | |
|--------------|-----|-----|-----|-----|
| White | 83% | 81% | 86% | 86% |
| Asian | 89% | 94% | 92% | 95% |
| Multi-Ethnic | * | 92% | * | 92% |

We noticed many things to celebrate in the area of student well-being. A high percentage of the students at Lake Hills feel connected to their classmates. Overall, there was not a decrease in feelings of connectedness despite online learning for a majority of the previous school year. Students who identify as Asian and Multi-Ethnic exhibit high levels of connectedness to peers. There were also areas that we would like to see improvement in. Students identifying as Hispanic, as well as English Language learners, exhibited a slight decrease in connectedness to peers. This could be in part due to the fact that all of our Lake Hills dual language students in a virtual classroom during the 2020-2021 school year were served by a teacher from another school.

Key Strategies / Adjustments

Classroom-Based Strategies:

- PBIS strategies and evidence from Domain 2 of the Danielson framework will be evident in every classroom
 - PBIS Team will provide training opportunities and self-reflections for teachers to promote PBIS strategies and a positive classroom culture.
- Second Step and/or RULER lessons will be utilized in every classroom
 - Grades 3-5 will utilize all the anchors of the RULER program (Charter, Mood Meter, Blueprint, Meta-Moment).
 - Grades K-2 will utilize the Second Step curriculum and supplemental lessons using Kelso's Choices.
- Classrooms will utilize the problem-based, cooperative learning aspects of the new math curriculum to foster a sense of belonging and connection to peers.
- Each classroom will utilize community circles to promote connectedness to peers.

School-Wide Strategies:

- Every student will receive multiple positive greetings every day (entering the building, entering the classroom).
- Students will earn Jag Tags for exhibiting the Big 3 behavioral expectations at Lake Hills:
 1. Show Respect
 2. Make Good Decisions
 3. Solve Problems
- Tier 2 SEL team will provide individual, research-based interventions and clear data tracking to students demonstrating a higher level of need.
- The tertiary team will conduct FBAs, develop clear BIPs, and track intervention efficacy for students demonstrating the highest level of need.

Student Well-Being Priority: Social-Emotional Learning

There was much joy in the return to in-person learning last year. At the same time, the learning environment was not the same and required many health measures, such as masking and distancing to prevent the spread of COVID. Social-emotional learning has taken front stage in terms of student needs and will continue to be a high priority this year. Most evident is the need for embedded SEL in all classrooms, while also providing specific time and space for SEL lessons. Our universal (tier 1) social emotional learning curriculum encompasses the five CASEL competencies: self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making.

Social-Emotional Learning Measures and Targets

Increase social-emotional competencies from Fall 2022 to Spring 2023.

| Grades 3-5: Panorama Social-Emotional Learning Survey | | | | | | | |
|---|-------------------|---------------------|-------------------|---------------------|-----------|-------------|----------------------------------|
| Social Emotional Competency | Fall 2020 (n=175) | Spring 2021 (n=136) | Fall 2021 (n=169) | Spring 2022 (n=194) | Fall 2022 | Spring 2023 | Spring 2022 – Spring 2023 Change |
| Self-Management | 67% | 73% | 75% | 68% | | | |
| Social Awareness | 67% | 71% | 74% | 67% | | | |
| Self-Efficacy | 50% | 60% | 61% | 56% | | | |
| Emotional Regulation | 52% | 53% | 58% | 51% | | | |

Data Reflection

The celebrations in Social-Emotional Learning were that students demonstrated an increase in all four key social/emotional competencies despite the physical distancing of online learning. Students made significant growth in Self-Efficacy and increased in social awareness despite online learning.

There is needed improvement in the areas of regulation skills, in which students demonstrated only a minimal increase. Nearly 50% of Lake Hills students do not exhibit competency in emotional regulation skills. However, worthy of note is that while only 50%, if you compare it to the national average we are actually in the 80-90th percentile.

Key Strategies / Adjustment

- Second Step and RULER curriculum will be utilized in all classrooms.
 - Students in grades 3-5 will participate in developing a classroom charter, use the mood meter, understand the problem-solving blueprint, and how to utilize the meta-moment strategy.
- Each classroom will have a designated time for social/emotional instruction and reflection.
- Students requiring a higher level of support (tier 2, tier 3) will receive explicit instruction in social/emotional competency skills from the student support team or special education staff.
- Each classroom will also develop a social/emotional strategy wall and have a designated space, such as a peace corner, in which students can practice emotional regulation strategies.

Learn and Thrive

Academic Success

Strategic Plan Academic Success Goal: Students achieve high levels of academic success and outcomes are not predicted by race or income.

Academic Success Priority: Literacy

Early literacy will be a priority, with professional development and support provided to all K-2 educators to implement science of reading and evidence-based interventions.

English Language Arts Growth and Proficiency Measures

Increase percentage of students in grades 3-5 meeting or exceeding proficiency standards in literacy, and making typical or high growth in literacy from Fall 2022 to Spring 2023, with a focus on equitable outcomes for subgroups.

| Subgroup | Grades 3-5: Star Reading Proficiency and Growth | | | | | |
|----------------------------|---|------------------|-------------|------------------------------------|-----------------------|-----------------------|
| | Star Reading % Proficient | | | Star Reading % Typical/High Growth | | |
| | Spring 2021 | Spring 2022 | Spring 2023 | Fall 2020-Spring 2021 | Fall 2021-Spring 2022 | Fall 2022-Spring 2023 |
| All | 32% (159) | 40% (212) | | 63% (155) | 76% (190) | |
| Asian | 45% (20) | 52% (31) | | 60% (20) | 80% (25) | |
| Black | * | 64% (14) | | * | 75% (12) | |
| Hispanic | 15% (75) | 22% (99) | | 54% (71) | 76% (87) | |
| Multi-Ethnic | 64% (14) | 84% (19) | | 93% (14) | 89% (19) | |
| White | 45% (42) | 43% (47) | | 67% (42) | 70% (46) | |
| Low Income | 15% (97) | 26% (126) | | 58% (93) | 72% (116) | |
| English Learner | 6% (70) | 11% (92) | | 54% (67) | 73% (77) | |
| Students with Disabilities | 19% (21) | 11% (36) | | 52% (21) | 62% (34) | |
| Female | 33% (73) | 43% (84) | | 68% (72) | 76% (75) | |
| Male | 31% (86) | 38% (128) | | 58% (83) | 77% (115) | |
| Advanced Learning | 100% (14) | 100% (14) | | 79% (14) | 79% (14) | |
| Traditional | 26% (145) | 35% (198) | | 61% (141) | 76% (176) | |
| Grade 3 | 22% (45) | 41% (66) | | 48% (44) | 69% (59) | |
| Grade 4 | 43% (75) | 36% (74) | | 75% (72) | 78% (67) | |
| Grade 5 | 23% (39) | 42% (72) | | 56% (39) | 81% (64) | |

Data Reflection

There are many celebrations to highlight in reading. We noticed that 75% of our 4th grade students exhibited typical or high growth in reading, which exceeds statistical probability. Our students who identify as multi-ethnic demonstrated a high percentage of typical or high growth in reading. Our students identified for advanced learning exhibited a high percentage of typical or high growth in reading. The areas of improvement in reading are with our 3rd graders and students with disabilities. Less than 50% of our 3rd grade students exhibited typical or high growth in reading. Our students with disabilities demonstrated lower levels of typical or high growth in reading than the general population of the school.

Additionally, we observed that females are exhibiting a higher percentage of typical or high growth in reading; males are exhibiting a higher percentage of typical or high growth in math.

Key Strategies

- **Focusing on MTSS and data**

- October 14th PD focused on data to start the MTSS cycle of intervention
 - PLCs meet with facilitators & co-teachers meet to review & analyze BOY data
 - Teachers, in conjunction with support staff, plan appropriate intervention cycles in both reading and math based on BOY data
 - Teachers plan progress monitoring tools and organize intentional ways of tracking intervention cycles
- Work of Academic Guidance Team (engaging the MTSS process)
 - Academic Guidance team (Facilitators & admin) meet 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
- Utilizing data review component with common intervention tracking sheets

- **Deepening our PLC work**

- Provide the time 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 and planning intervention cycles
- PLC as a place to plan for supports from facilitators, co-teachers, LAP, MLL
- Review data from intervention cycles
 - Look at progress monitoring data from the common intervention tracking sheets created at data digs (e.g. Oct. 14th)
- 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?

- **Selecting a building wide focus for reading and math that is consistent, researched based, and targeted**

Reading:

- Selection of research-based interventions to utilize within an intervention cycle created at Data Dig days that will be supported, monitored, and adjusted as needed in PLCs
- LAP facilitators have created a document with all of the intervention materials available to teachers at Lake Hills

Academic Success Priority: Math Proficiency

Math proficiency will continue to be a high priority at all levels, based on student outcome data. Key instructional strategies center on deepening implementation of the Illustrative Math curriculum and culturally responsive and inclusive practices, such as language routines.

Math Proficiency and Growth Measures

Increase percentage of students in grades 3-5 meeting or exceeding proficiency standards in math, and making typical or high growth in math from Fall 2022 to Spring 2023, with a focus on equitable outcomes for subgroups.

| Subgroup | Grades 3-5: Star Math Proficiency and Growth (English and Spanish combined) | | | | | |
|----------------------------|---|------------------|-------------|---------------------------------|-----------------------|-----------------------|
| | Star Math % Proficient | | | Star Math % Typical/High Growth | | |
| | Spring 2021 | Spring 2022 | Spring 2023 | Fall 2020-Spring 2021 | Fall 2021-Spring 2022 | Fall 2022-Spring 2023 |
| All | 17% (129) | 32% (204) | | 57% (49) | 78% (165) | |
| Asian | 35% (20) | 50% (28) | | * | 74% (23) | |
| Black | * | 50% (14) | | * | 92% (12) | |
| Hispanic | 7% (54) | 20% (97) | | 57% (21) | 72% (75) | |
| Multi-Ethnic | 31% (13) | 56% (18) | | * | 88% (17) | |
| White | 18% (34) | 31% (45) | | 55% (20) | 82% (38) | |
| Low Income | 4% (72) | 18% (120) | | 44% (27) | 73% (101) | |
| English Learners | 8% (52) | 9% (89) | | 42% (19) | 70% (69) | |
| Students with Disabilities | 11% (18) | 9% (35) | | * | 58% (31) | |
| Female | 12% (59) | 29% (83) | | 52% (23) | 75% (65) | |
| Male | 21% (70) | 34% (121) | | 62% (26) | 79% (100) | |
| Advanced Learning | 55% (11) | 93% (14) | | * | 92% (13) | |
| Traditional | 14% (118) | 27% (190) | | 58% (45) | 76% (152) | |
| Grade 3 | 7% (43) | 33% (61) | | 23% (13) | 57% (47) | |
| Grade 4 | 29% (48) | 31% (72) | | 53% (17) | 83% (63) | |
| Grade 5 | 13% (38) | 32% (71) | | 84% (19) | 89% (55) | |

Data Reflection

When looking at math scores, we can celebrate the fact that 84% of our fifth-grade students exhibited typical or high growth, which exceeds statistical probability. This is a reflection of the focus that fifth-grade teachers put on math in the virtual setting, utilizing online adaptive tools such as Freckle and interactive class work on OneNote. Conversely there are areas in math that reflect room for growth and improvement. Only 23% of our 3rd grade students exhibited typical or high growth. One contributing factor to this is that up to this point, it was the first time that two of the tested classes were taught math in English. Less than 50% of our Multi-Language Learners exhibited typical or high growth in math. Additionally, less than 50% of our Low-Income students exhibited typical or high growth in math.

Additionally, we observed that females are exhibiting a higher percentage of typical or high growth in reading; males are exhibiting a higher percentage of typical or high growth in math.

Key Strategies

- **Selecting a building wide focus for reading and math that is consistent, researched based, and targeted**

Math:

- Utilizing intentional supports (MLL, facilitators, co-teachers) to deepen teacher understanding of the newer math curriculum, Illustrative Math, in order to deliver lessons with fidelity. We will have a specific focus on:
 - Implementing math talk throughout the lesson: warm-up, activity, synthesis, and cool down portions of the lesson
 - The use of Math Language Routines (MLRs)
- Supporting tier 2 instruction by utilizing IM's pre-unit questions/assessment, and resources linked to those questions, to determine areas of need to focus on to both address unfinished learning opportunities and extend learning as needed

● **(Similar to ELA) Focusing on MTSS and data**

- October 14th PD focused on data to start the MTSS cycle of intervention
 - PLCs meet with facilitators & co-teachers meet to review & analyze BOY data
 - Teachers, in conjunction with support staff, plan appropriate intervention cycles in both reading and math based on BOY data
 - Teachers plan progress monitoring tools and organize intentional ways of tracking intervention cycles
- Work of Academic Guidance Team (engaging the MTSS process)
 - Academic Guidance team (Facilitators & admin) meet 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
- Utilizing data review component with common intervention tracking sheets

● **(Similar to ELA) Deepening our PLC work**

- Provide the time 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 and planning intervention cycles
- PLC as a place to plan for supports from facilitators, co-teachers, LAP, MLL
- Review data from intervention cycles that are happening
 - Look at progress monitoring data from the common intervention tracking sheets created at data digs (e.g. Oct. 14th)
- 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?

Family Engagement

Strategic Plan Family Engagement Goal: Families, particularly those who have been traditionally marginalized, are more informed, better able to find support, and are more empowered to contribute to student success.

Family Engagement Priority: Inform, Support, and Empower

Family and Community Engagement will continue to center on three priority objectives:

- **Informed:** A BSD family is informed when they can understand the academic and developmental expectations for their student and knows how to navigate the school system, where to find school-related information and obtain academic, health and wellness services.
- **Supported:** A BSD family is supported when they can utilize the systems within the district to serve their student’s unique needs, strengths, and circumstances.
- **Empowered:** A BSD family is empowered when they can use their individual or their community’s collective voice to advocate for student needs to be more equitably identified, answered, and solved, often through the definitive reallocation or redistribution of financial and/or other resources.

Priority Family Engagement Measures and Targets

Increase percent of families reporting they feel informed, supported, and empowered to contribute to their student’s success.

| Family Subgroups | Percentage of Favorable Responses on Family Engagement Survey | | | | | | | | |
|----------------------------|---|--------------|-------------|--------------|--------------|-------------|--------------|--------------|-------------|
| | Informed | | | Supported | | | Empowered | | |
| | Spring 2021 | Spring 2022 | Spring 2023 | Spring 2021 | Spring 2022 | Spring 2023 | Spring 2021 | Spring 2022 | Spring 2023 |
| All Students | 65% (194) | 56% (107) | | 67% (194) | 59% (107) | | 62% (194) | 56% (108) | |
| Asian | 63% (35) | 58% (24) | | 71% (35) | 56% (24) | | 65% (35) | 53% (24) | |
| Black | * | * | | * | * | | * | * | |
| Hispanic | 75% (87) | 63% (46) | | 76% (87) | 70% (46) | | 73% (87) | 64% (45) | |
| Multi-ethnic | 70% (11) | 58% (6) | | 66% (11) | 55% (6) | | 52% (11) | 42% (6) | |
| White | 43% (51) | 33% (26) | | 41% (51) | 30% (26) | | 40% (51) | 39% (27) | |
| Students with Disabilities | 63% (23) | 40% (10) | | 63% (23) | 57% (10) | | 54% (23) | 50% (10) | |
| English Learners | 73% (78) | 67% (40) | | 74% (78) | 75% (40) | | 73% (78) | 66% (39) | |
| Low Income | 72% (103) | 62% (58) | | 72% (103) | 64% (58) | | 70% (103) | 62% (57) | |

Data Reflection

We can celebrate that families identifying as Hispanic, families of English Language Learners, and families identified as low-income all reported high rates of feeling informed, supported and empowered. We see a need for growth when reflecting that families that identify as White reported a lower rate of feeling informed, supported and empowered. Additionally, families of students with disabilities reported a lower rate of feeling empowered.

Additional observations show that aside from the families of students with disabilities and the families of students of multi-ethnic heritage, families feel informed, supported, and empowered at broadly similar rates. Approximately 30% of our families who identified as white speak a language other than English as the primary language of the home.

Key Strategies / Adjustment

- Form a Family and Community Engagement Team who meets twice a month to focus on how we can inform, support and empower our families. Invite membership from 1-2 families and community partners. **Note:** Further key strategies and adjustments will be determined by this new team.
- Implement a Parent Ambassador Team comprised of parents speaking various languages to honor multiple perspectives and act as the “spokespeople” to welcome new families, support and empower more parents to navigate change and support the school’s effort to expand parent and community involvement.

Creators of Their Future World

Strategic Plan Goal: Students effectively problem solve and lead for positive local and global change by developing global awareness and cultural competency, and learn advanced skills in processing and applying information through the effective use of technology and engineering.

PreK-12 education in the Bellevue School District will prepare each and every student to be a creator of their future world. The creator of their future world will think critically, problem solve collaboratively, communicate effectively, and take action for positive change of local and global issues.

The entry point or lever into this effort will be global competency. Global competence as defined by the Global Competence Task Force¹, is *the capacity and disposition to understand and act on issues of global significance*. These four domains further define global competency:

Global Competencies

1. **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
2. **Recognize perspectives, others’ and their own**, articulating and explaining such perspectives thoughtfully and respectfully.
3. **Communicate ideas effectively with diverse audiences**, bridging geographic, linguistic, ideological, and cultural differences.
4. **Take action to improve conditions**, viewing themselves as players in the world and participating reflectively.

[Mansilla 2012](#)

Priority Global Competency Targets

Shared Vision: Develop a shared vision and understanding of global competency with stakeholders

Key Strategies / Adjustment

- Engage staff in building a shared understanding of the Global Competencies during Title 1 PD Days on August 18th and 19th
- Provide continued learning about Global Competencies during October 14th all day PD with an opportunity for grade level teams to collaborate on creating a lesson, series of lessons, or unit that incorporates Global Competencies
- Provide at least one additional opportunity in building level professional development sometime between November and May for the staff to continue to engage in their learning about the Global Competencies

¹ Global Competence Task Force—a group of state education agency leaders, education scholars, and practitioners—under the auspices of the Council of Chief State School Officers EdSteps initiative (CCSSO-EdSteps) and the Asia Society Partnership for Global Learning.

School Overview

Lake Hills Elementary is a Spanish Dual Language 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.

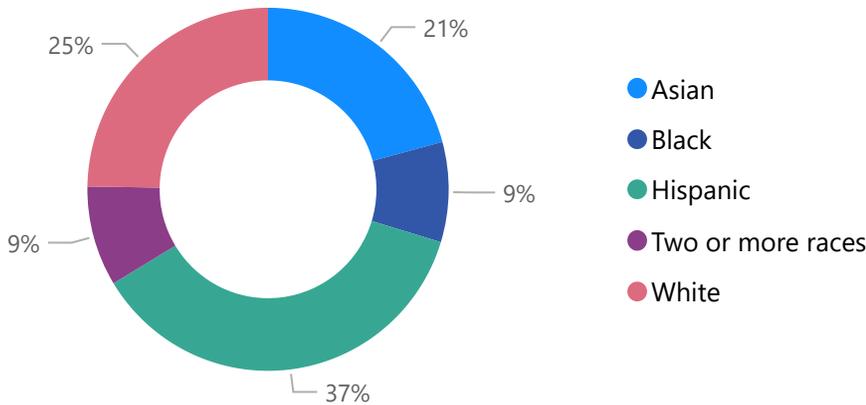
14310 SE 12th St
Bellevue, WA 98007

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

Programs Offered

Spanish Dual Language

Racial Diversity



School & Student Characteristics ¹

| | Lake Hills Elementary School | District Elementary Average |
|---------------------------------------|------------------------------|-----------------------------|
| Enrollment (10/1/2021) | 432 | 435 |
| Average Attendance Rate | 91% | 93% |
| Eligible for Free/Reduced Price Meals | 53% | 17% |
| Receiving Special Education Services | 11% | 8% |
| English Language Learners | 40% | 25% |
| First Language Other Than English | 51% | 44% |
| Mobility Rate ³ | 27% | 16% |

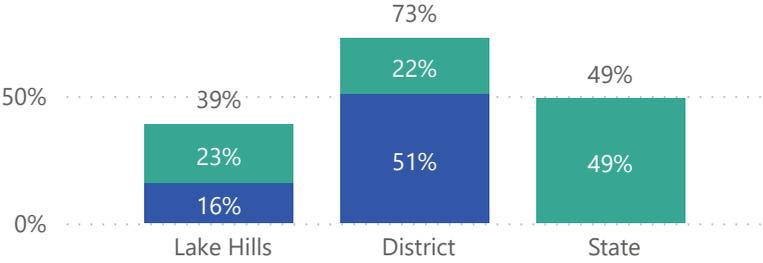
Summary of Student Achievement

State Assessment Results for Grades 3-5 (Spring 2022)

Percentage of Students Meeting / Exceeding Standards

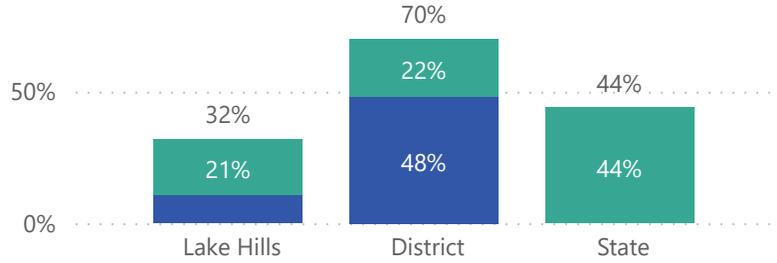
SBA: English Language Arts

● Exceeds Standards ● Meets Standards



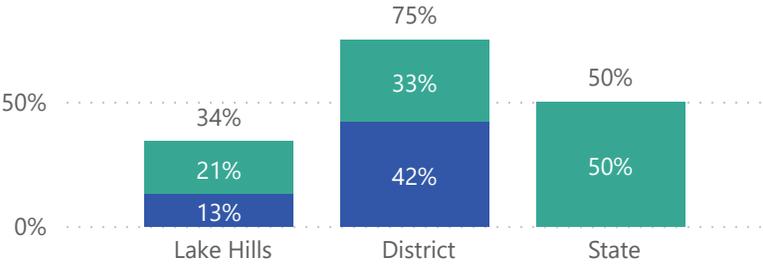
SBA: Math

● Exceeds Standards ● Meets Standards



WCAS: Science

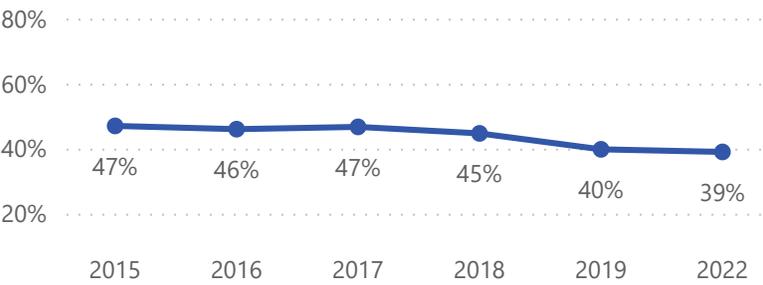
● Exceeds Standards ● Meets Standards



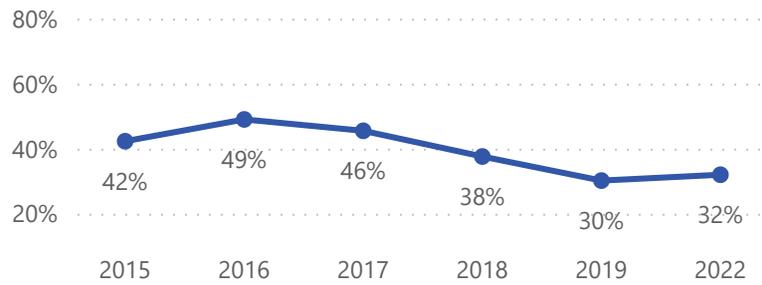
State Assessment Results for Grades 3-5

Percentage of Students Meeting Standards

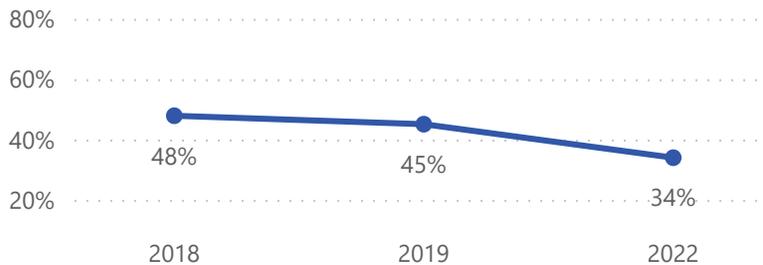
SBA: English Language Arts



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.

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, 2021 unless otherwise specified.

2 District Average

The district averages displayed here are the averages for district elementary schools.

3 Mobility Rate

The percent of students who entered or withdrew from the school between October 1 and June 15, based on October 1 enrollment.

4 State Assessment Results

State pass rate percentages combine "Meets Standard" and "Exceeds Standard."