School Improvement Plan

Lake Hills Elementary

2020-21

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

What is unique about Lake Hills?

- K-5 Spanish Dual Language Program
- Computer Science Specialist

See Appendix for School Profile

Affirm and Inspire

Goal
Students feel safe, affirmed, and inspired to achieve high levels of social-emotional well-being regardless of background.

Sense of Connection
Measures and Targets

➢ Increase percent of students reporting feeling connected to peers by 3% percentage points from Spring 2020 to Spring 2021.

➢ Increase percent of students who are English Language Learners reporting feeling connected to peers by 5% percentage points from Spring 2020 to Spring 2021.

Percent of students reporting feeling somewhat or very connected to their classmates on student survey		
Grades 3-5 Subgroups	**Spring 2020**	**Spring 2021 Target**
All Students	87%	90%
Black	*	*
Hispanic	87%	90%
Low Income	82%	85%
English Language Learners	81%	86%
Students with Disabilities	*	*
White	83%	86%
Asian	89%	92%
Multi-Ethnic	*	*

* Data not available for student subgroups < 10

Data Reflection

- Overall, there was a significant increase in the number of students reporting a positive school climate based on the Panorama student survey administered in the fall of 2019 as compared to data collected from the same survey in the fall of 2018. The increase was observed among all different student subgroups. The identified subgroups include Hispanic students, ELLs, students receiving special education services and students receiving free and reduced lunch.
- During remote learning this spring due to COVID-19, students at Lake Hills reported a strong sense of feeling connected to peers (87% for all students), higher than the district average. Our student groups showing the least sense of connectedness to peers are students who are multilingual learners, students who qualify for free/reduced lunch, and students who identify as white.
- Efforts to help students feel connected to peers should focus on Multi-Language Learners and students who qualify for free/reduced lunch.

Key Strategies/Adjustments

- During the 2019-2020 school year, our PBIS team used the data from the Panorama survey to conduct student focus groups and analyzed student responses to identify themes (e.g., traumatic experiences at school, feelings around safety, new students feeling welcomed). We used these themes to determine strategies and enhanced supports for students.
- A focus was placed on strong Tier I PBIS implementation to increase the teaching and reinforcing of expected behavior (e.g., Show respect, solve problems, and make good decisions).   This significantly reduced the number of major discipline incidents and subsequently, the number of exclusionary discipline actions (e.g., suspensions and emergency expulsions)
- The school's PBIS team continues to work to develop specific strategies to promote out students' connections to peers especially during remote learning.

Progress Monitoring

- 4th Grade Student Survey
- Student focus groups

Inspired and Affirmed
Measures and Targets

➢ At least X% of students are inspired and affirmed in their day-to-day instruction in English Language Arts courses as measured by student surveys.

Percent of students reporting feeling inspired and affirmed in instruction	
Grades 3-5	Fall 2020 Survey (baseline)
All Students	TBD
Black	TBD
Hispanic	TBD
Low Income	TBD
English Language Learners	TBD
Students with Disabilities	TBD
White	TBD
Asian	TBD
Multi-Ethnic	TBD

Key Strategies/Adjustments

- Observation/Coaching Evaluation Process – we will use the observation, coaching and evaluation process to provide feedback to staff on improving instructional practices that affirm and inspire students (ex. building student agency and voice, developing growth mindset)

- Professional Development with a Focus on Improving Virtual Learning Strategies – we will continue to engage in professional development focusing on strengthening high quality teaching practices in the remote environment
- PLC Collaboration on Effective Teaching Practices – Lake Hills teachers will continue to strengthen their professional learning communities with a focus on building effective teaching practices
- Small Group Instruction by Teachers, Facilitators, GSAs – We will leverage small group instruction as a key strategy to build more personalized instruction and support for students and to maximize student engagement and connectedness

Progress Monitoring

- Panorama Survey of Students Spring 2021

Learn and Thrive

Goal
Students achieve high levels of academic success and outcomes are not predicted by race or income

ELA Proficiency and Growth
Measures and Targets

- ➤ 50% of students in the Class of 2029 cohort* will meet or exceed state standards in ELA by spring of 2021, with increases as noted for the following subgroups: Hispanic, English Learners and Low Income. Though we will internally track and promote skill acquisition for Black students and for students in Special Education, we cannot report the data accurately due to a limited sample size.

- ➤ X% of students in grades K-5 will show at least one year of growth in literacy as measured by adaptive software (i.e. Lexia), for students who have the recommended software usage.

Percentage Meeting/Exceeding Standard on SBA or Star

Class of 2029 Cohort*	English Language Arts (ELA) Proficiency on SBA or Star	
	2019-20 Star Grade 3**	Target 2020-21 Star or SBA Grade 4
All Students	42%	50%
Black	N/A	N/A
Hispanic	22%	35%
Special Ed Services	N/A	N/A
English Learners	5%	25%
Low Income	24%	35%
White	46%	50%
Asian	69%	73%
Multi-Ethnic	78%	82%
Students in Dual Language	28%	50%
Not in Dual Language	50%	60%

Dual Language Class of 2029***	English Language Arts (ELA) Proficiency on EDL2	
	2019-20 EDL2 Grade 3	Target 2020-21 EDL2 Grade 4
All Students	54%	60%

Cohorts will be assessed by including all students who began in the cohort in Year 1 as of October 1, 2018 and who remain in the cohort when measures are taken. Students entering the district after Year 1 (October 1, 2018) will not be included in the cohort data.

**Data shown are Winter Star projections of spring proficiency levels, because spring testing was cancelled due to COVID-19.*

Students Grades K-5	% of students that show a year's worth of growth in Literacy	
	November Check Point	Spring 2020-21 Target
All Students		
Black		
Hispanic		
Students with Disabilities		
English Learners		
Low Income		
White		
Asian		
Multi-Ethnic		

Data Reflection

- There are significant growth opportunities for Hispanic, ELL and Low-Income sub-groups.
- We need a more thorough approach to progress monitoring to ensure students are making adequate growth.
- We noted that only 28% of our students in the Dual Language program showed proficiency. However, these students had 90% of their instruction in Spanish (and 10% in English) during grades K-2. Therefore, our goal is for a high degree of improvement in ELA acquisition as a result of the increased exposure to instruction in English (50%/50%) in grades 3-5.

Key Strategies/Adjustments

- **Powerful Practice**: Collaboration between General Education Teachers and MLL Facilitators around powerful practices connected to the acquisition of academic language. This is shared through in person collaboration and weekly emails to teachers about strategies that each teacher can use their classroom.
- **Support Staff:** The Co-Teacher, MLL Facilitator(s), Special Education Teacher and LAP Facilitator(s) will provide direct instruction to students to provide intervention, additional scaffolding, and extensions based on student data using a variety of co-teaching models.
- **Grade Level PLCs**: The 4th grade PLC will meet at least 150 minutes per month to engage in analysis of student work and assessment data as part of Lake Hill's MTSS process.
- **Academic MTSS**: Students' literacy data and progress will be monitored by Lake Hill's Academic MTSS team including weekly meetings and professional development opportunities focused on data analysis with grade level teams at least twice a year.

Progress Monitoring

- STAR Reading will be administered at least 3 times to all 4th grade students.
- DIBELs will be administered to students scoring in the yellow or red on STAR Reading
- Lexia progress monitoring with students at least weekly
- EDL2 will be administered at least 3 times per year for all 4th grade dual language students.
- Exploring other progress monitoring tools to be used with Tier 2 and Tier 3 student identified through MTSS process or determined by a student's IEP.

Math Proficiency and Growth

Measures and Targets

- ➢ 50% of students in the Class of 2029 cohort* will meet or exceed state standards in math by spring of 2021, with increases as noted for the following subgroups: Hispanic, English Learners, and Low Income. Though we

will internally track and promote skill acquisition for Black students and for students in Special Education, we cannot report the data accurately due to a limited sample size.

➢ X% of students in grades K-5 will show at least one year of growth in math as measured by adaptive software (i.e. Freckle), for students who have the recommended software usage.

Percentage Meeting/Exceeding Standard on Star		

Class of 2029 Cohort*	Math Proficiency Star	
	2019-20 Star Grade 3**	Target 2020-21 SBA or Star Grade 4
All Students	41%	50%
Black	N/A	N/A
Hispanic	22%	35%
Special Ed Services	N/A	N/A
English Learners	5%	25%
Low Income	24%	35%
White	39%	45%
Asian	63%	68%
Multi-Ethnic	71%	75%
In Dual Language	17%	30%
Not in Dual Language	39%	45%

Cohorts will be assessed by including all students who began in the cohort in Year 1 as of October 1, 2018 and who remain in the cohort when measures are taken. Students entering the district after Year 1 (October 1, 2018) will not be included in the cohort data.

**Data shown are Winter Star projections of spring proficiency levels, because spring testing was cancelled due to COVID-19.*

Students Grades K-5	% of students that show a year's worth of growth in Math on Freckle/STAR	
	November Check Point	Spring 2020-21 Target
All Students		
Black		
Hispanic		
Students with Disabilities		
English Learners		
Low Income		
Asian		
White		
Multi-Ethnic		

Data Reflection

- There are significant opportunities for growth across the board, particularly with English Learners.
- Proficiency rates in math are broadly similar to the proficiency rates in ELA for the school and across most sub-groups (White and Asian students are approximately 4% lower in math).

- As a result, our focus is on strengthening high quality Tier 1 instruction that is rigorous, standards-aligned and culturally and linguistically responsive as well as providing just-in-time acceleration and differenation for students who are performing below standard

Key Strategies/Adjustments

- **Powerful Practice**: Collaboration between General Education Teachers and MLL Facilitators around powerful practices connected to the acquisition of academic language. This is shared through in person collaboration and weekly emails to teachers about strategies that each teacher can use their classroom. Language acquisition is critical to student performance in math and language acquisition and literacy are integral to skill development in math (as demonstrated by the similarities in proficiency rates between ELA and Math). Therefore, we are aligning our powerful practices for math to our powerful practices for ELA.
- **Support Staff:** The Co-Teacher, Special Education Teachers and GSAs will provide direct instruction to students to provide intervention, additional scaffolding, and extensions based on student data using a variety of co-teaching models.
- **Grade Level PLCs**: The 4th grade PLC will meet at least 150 minutes per month to engage in analysis of student work and assessment data as part of Lake Hill's MTSS process.
- **Academic MTSS**: Students' math data and progress will be monitored by Lake Hill's Academic MTSS team including weekly meetings and data release days with grade level teams at least twice a year.

Progress Monitoring

- Star math will be administered at least 3 times to all 4th grade students.
- Freckle math assessments
- 4th grade common assessments created by the 4th grade PLC.

English Language Acquisition

Measures and Targets

➢ For students receiving ELL services in the Class of 2029 increase % (to be set by November 2020) demonstrating progress in language acquisition skills as measured by the Achievement Level Descriptors.

Percentage Demonstrating Progress in Language Acquisition Skills		
Class of 2029 Cohort	Fall 2020	2020-21 Target
Reading	To come	Will be set by November 2020
Writing	To come	Will be set by November 2020
Listening	To come	Will be set by November 2020
Speaking	To come	Will be set by November 2020

Data Reflection

- TBD

Key Strategies/Adjustments

- Small Group Instruction – Our key strategy is to maximize opportunities for multilingual learner to practice and strengthen social and academic language
- MLL & Classroom Teacher Collaboration – Our MLL and classroom teachers will collaborate to ensure multilingual learners have access to high quality, linguistically supportive instruction in the general education classroom setting (whole group and small group)

Progress Monitoring

- ALDs
- Classroom observation

Creators of Their Future Worlds

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

Global Awareness and Cultural Competence

Measures and Targets

➢ At least **75%** of students show proficiency in global awareness and cultural competence by completing a performance task in 2nd grade.

Global Awareness and Cultural Competence		
	2019-20	Target 2020-21
Grade 2	NA	75%

Key Strategies/Adjustments

- Grade 2 students will engage in multiple tasks over six weeks, demonstrating their understanding of civic engagement and cultural competence, within their spring Social Studies unit "Families in Their Neighborhoods."
- Grade 2 Students will:
  - Share about their own cultural identity, learn about the cultural identity of classmates, and appreciate the many contributions of everyone in the classroom community (cultural competence)
  - Solve problems to meet the needs of their neighborhood communities (global awareness)
  - Engage in discussions, collective problem-solving, and collective and individual action to address community concerns (civic engagement & creators of their future world)
- Professional development will be provided to 2nd grade teachers, ITCLs and administrators to ensure educators understand the shifts in practice.
- Increased communication in Principal Digest (Leadership News) and in Teaching and Learning Newsletter.

Progress Monitoring

- Grade 2 students will complete surveys at the beginning and end of the unit. Survey data will provide information regarding their perceived ability to demonstrate civic action.
- Grade 2 students will be scored on a rubric for the multiple tasks within the unit.
- Attendance and reflections on learning at professional development (ex. Cert Admin for leaders, Teaching and Learning meetings for ITCLs and Educator Professional Development for 2nd grade teachers)

Computer Science

Measures and Targets

➢ At least **75%** of students show proficiency in computer science by completing a performance task and assessment in 4th grade.

Computer Science Performance Task		
	2019-20	Target 2020-21
Grade 4	NA	75%

Data Reflection
• Lake Hills' computer science specialist class was introduced for the first time in the 2019-20 school year as part of the BSD strategic plan. • Due to school closures related to the ongoing pandemic, data collection during spring 2020 was more challenging and not as robust as anticipated. However, an initial pre-assessment of 4th graders dispositions and content knowledge for computer science was given in February 2020. • According to our pre-assessment, completed 2/7/2020, 4th grade students at Lake Hills demonstrated 30% proficiency in determining the outcome of a coded program that uses conditionals. Similar tasks and progress monitor assessments will be used for the 2020-21 school year.
Key Strategies/Adjustments
• K-5 students at Ardmore, Lake Hills, Sherwood Forest, Stevenson, and Wilburton will receive weekly computer science instruction taught by a computer science specialist that applies computational thinking, programming, and physical computing to analyze new problems, build predictive models, and create innovative solutions. • Students will have opportunities to create innovative technologies within socially relevant and culturally situated contexts. • A Computer Science Specialist PLC will meet weekly with specialist teachers from Ardmore, Lake Hills, Sherwood Forest, Stevenson, and Wilburton elementary schools to develop teacher capacity and content knowledge as well as reflect upon student learning across the elementary schools.
Progress Monitoring
• Student participation in weekly computer science specialist sessions • 4th and 5th Grade Students at Ardmore, Lake Hills, Sherwood Forest, Stevenson, and Wilburton will complete an interim assessment via Synergy to assess computer science standards and measure attitude, disposition, and perceptions about computer science. This will be conducted in December and February. • 4th Grade Students at the same schools will complete a performance-based coding task to assess computer science standards and measure attitude, disposition, and perceptions about computer science. This will be conducted in June

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.

Informed, Supported, and Empowered
Measures and Targets
➢ 75% of families report they feel informed, supported, and empowered to contribute to their student's success as measured by the Family Satisfaction Survey. ➢ Subgroup targets: At least 70% of families self-identifying as white and families who are low income will report that they feel informed, supported, and empowered to contribute to their student's success as measured by the Family Satisfaction Survey.

Percent of Families Feeling "Informed" on Family Satisfaction Survey	2019-20	Target 2020-21
All	67%	75%
Black	*	*
Hispanic	72%	80%
Students with Disabilities	100%	100%
English Language Learners	77%	85%
Low Income	71%	80%
White	58%	75%
Asian	77%	85%
Multi-Ethnic	*	*

Percent of Families Feeling "Supported" on Family Satisfaction Survey	2019-20	Target 2020-21
All	69%	75%
Black	*	*
Hispanic	72%	80%
Students with Disabilities	86%	90%
English Language Learners	81%	85%
Low Income	73%	80%
White	54%	75%
Asian	77%	85%
Multi-Ethnic	*	*

Percent of Families Feeling "Empowered" on Family Satisfaction Survey	2019-20	Target 2020-21
All	68%	75%
Black	*	*
Hispanic	69%	75%
Students with Disabilities	71%	75%
English Learners	76%	80%
Low Income	67%	75%
White	52%	70%
Asian	77%	80%
Multi-Ethnic	*	*

Data not available for student subgroups < 10

Data Reflection
- Our families of students with an IEP reported a high level of engagement (86%) indicating they are feeling informed and supported by school staff.   - Families at Lake Hills generally feel more informed, supported, and empowered than the district average.   - Creating a feeling of empowerment is the most challenging of these communication areas as evidenced by slightly lower scores in this area. As a result, our goal for increases in this area are proportionate to the increases in the areas of feeling informed and supported.   - Our families with students who are learning English as a second language reported a high level of engagement (78%), 10% higher than the average for our school.   - Our families of white students reported the lowest level of engagement (55%), 13% lower than that the average for all families. (Note: white families were included because they were our lowest subgroup as this is where our gap was. We would like to dig more into the data as different nationalities are included under the category of white. The category of white not only includes people from European descent but also includes families from North Africa and the Middle East including countries such as Iran, Iraq, Egypt, and Morocco. We also have many families from former Soviet Republics such as Georgia and Ukraine.)

Key Strategies/Adjustments
- In 2019-2020, we: - fostered a stronger partnership with PTSA resulting in an increase in the number of PTSA members in the 19-20 school year as compared to the 18-19 school year. During this period member enrollment went from 48 to over 150.   - held monthly volunteer orientations for volunteers   - Hired bilingual (SP/EG) reception clerk   - Partnered with FCC in supporting students with unique needs and their families   - Community events geared towards celebrating our diverse community   - In 2020-2021, we will: - Foster and strengthen partnership with FCC staff during weekly meetings to address unique needs of students and families in our community   - Strengthen family communication through regular classroom newsletters   - Survey families that have not traditionally responded to previous family engagement opportunities about methods that work best for them   - Provide smaller, more intimate and interactive family engagement opportunities targeted to specific grade levels and classrooms   - Encourage the use of a variety of family communication pathways (ex. talking points)   - Offer multiple parent workshops on relevant topics connected to current remote learning environment (ex. cyberbullying, social connections)

Progress Monitoring
- Attendance at and feedback from community events   - Tracking participation in classroom and grade level communication pathways

Glossary

2019-2020 School Profile

Lake Hills Elementary

http://www.bsd405.org/lakehills/
Erin King, Principal
14310 SE 12th St
Bellevue, WA 98007
425-456-5300

School Overview

Lake Hills Elementary is a Spanish Dual Language school serving approximately 500 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.

Programs Offered

Spanish Dual Language

Racial Diversity
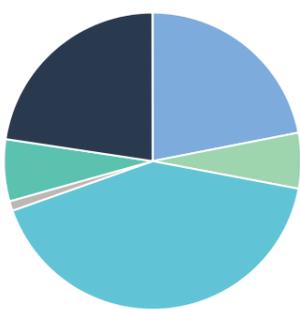
Racial Diversity Detail

<1%	**American Indian or Alaska Native**
21%	**Asian**
6%	**Black/African-American**
41%	**Hispanic**
1%	**Pacific Islander**
6%	**Two or more races**
22%	**White**

School & Student Characteristics[1]

	SCHOOL	DISTRICT [2]
Enrollment	502	526
National Board Certified Teachers	17%	23%
Eligible for Free/Reduced Price Meals	51%	16%
Receiving Special Education Services	11%	9%
English Language Learners	40%	21%
First Language Other Than English	54%	42%
Mobility Rate[3]	15%	13%
Average Attendance Rate	96%	95%

Summary of Student Achievement

State Assessment Results for Grades 3-5 in the Last Four Years
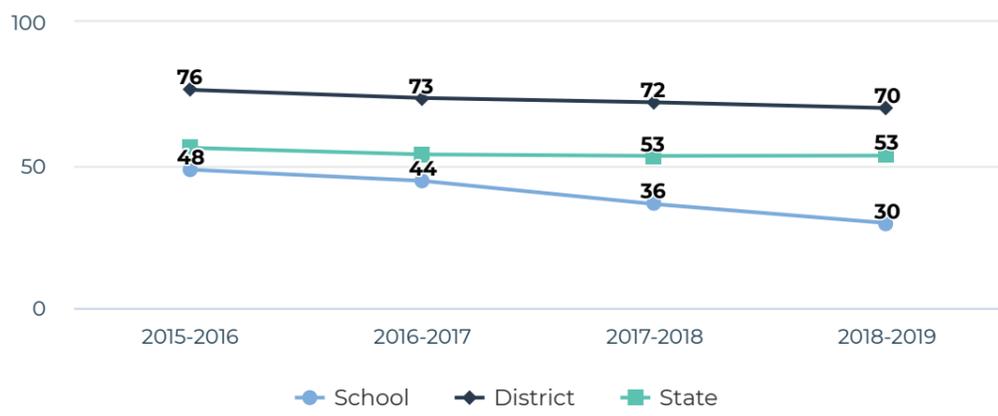
English Language Arts

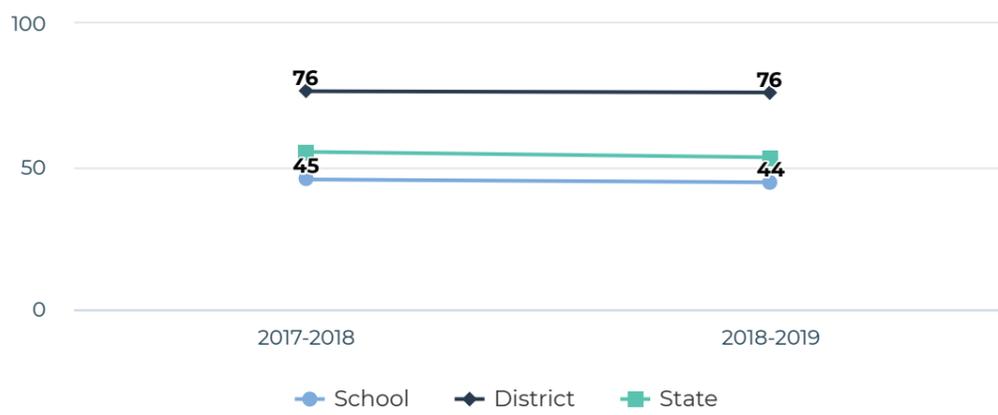Smarter Balanced - Percentage of Students Meeting Standards
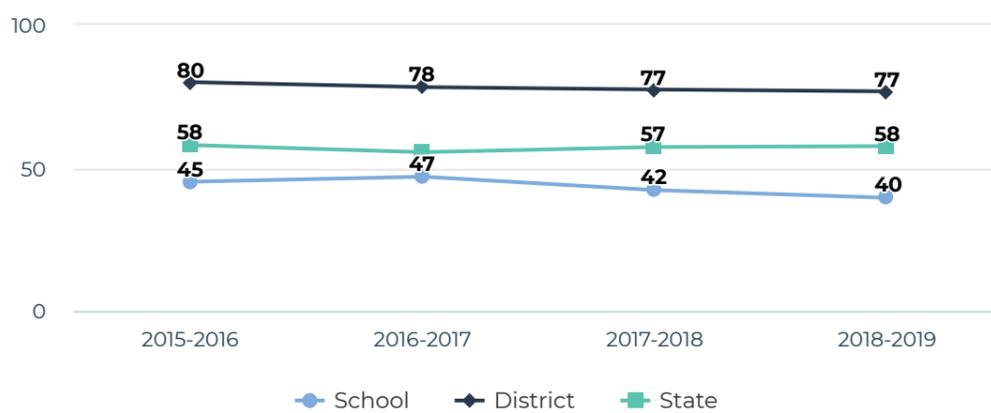
Mathematics

Smarter Balanced - Percentage of Students Meeting Standards

	2015-2016	2016-2017	2017-2018	2018-2019
School	48	44	36	30
District	76	73	72	70
State	—	—	53	53

Science

WCAS - Percentage of Students Meeting Standards

	2017-2018	2018-2019
School	—	—
District	76	76
State	45	44

Glossary

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

Science Assessments - WCAS
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/assess-ment/StateTesting/default.aspx.

Smarter Balanced
Starting in 2014-15, Washington State adopted the Smarter Balanced exams to assess student learning in English language arts and math in grades 3-8 and 10-11. These computer-based exams are aligned to the state's Common Core learning standards. For more information see www.k12.wa.us/assess-ment/StateTesting/default.aspx.

Special Education Services
Neighborhood schools provide a continuum of special education services. We provide specialty centers as well:
* Cascade program for students who benefit from behavioral supports due to emotional stressors.
* Evergreen program to serve young adults (ages 18-21) with disabilities.
* Olympic program to support students on the autism spectrum.
* Pacific program for students with significant developmental and intellectual disabilities.
* PALS (Preschool Age Learning) preschool to provide early intervention services for children with special needs (ages 3-5), together with typically developing peers.

End Notes

1. School and Student Characteristics Data are from October 1, 2019 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.