



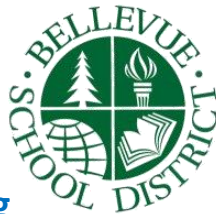
# LAKE HILLS

## School Improvement Plan



2019-2020

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**SCHOOL PRINCIPAL: Erin King**

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

# Lake Hills Elementary

## 2019-20 School Improvement Plan

At Lake Hills Elementary we are *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.* Our school mission was created in partnership with parents and teachers.

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

### THE NINE CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

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

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

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**Unidos como una comunidad diversa de aprendizaje, nosotros capacitamos a todos los estudiantes para que actúen con integridad, a que piensen críticamente, a que aprovechen sus fortalezas y a que descubran sus pasiones para que en el futuro tengan posibilidades ilimitadas.**

**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.**

## SCHOOL BACKGROUND

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### Instructional Program Overview

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 500 students.

Lake Hills Elementary is a Spanish Two-Way Dual Language school that includes classes taught using a 90/10 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 44% 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 past Community Cafés and Principal Listening Sessions 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.



## 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.

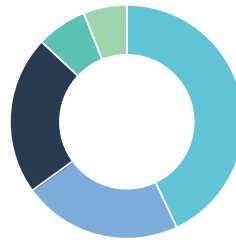
## Programs Offered

Spanish Dual Language

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

	SCHOOL	DISTRICT <sup>2</sup>
Enrollment	484	496
National Board Certified Teachers	32%	28%
Eligible for Free/Reduced Price Meals	55%	18%
Receiving Special Education Services	7%	6%
English Language Learners	44%	24%
First Language Other Than English	54%	42%
Mobility Rate <sup>3</sup>	17%	14%

## Racial Diversity



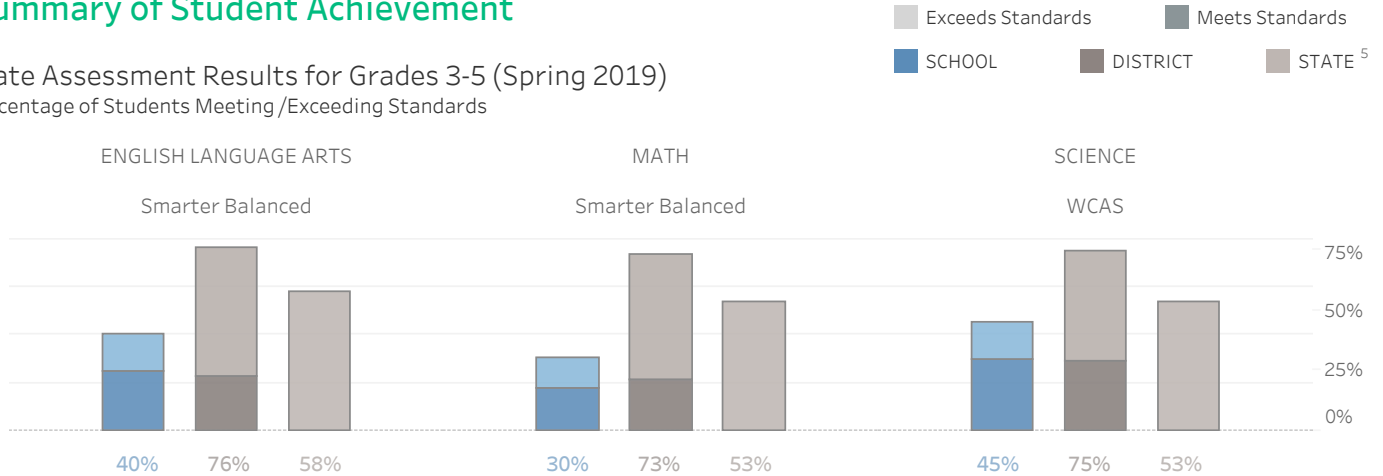
- 22% Asian
- 6% Black
- 43% Hispanic
- 7% Two or more races
- 22% White
- N/A Native American
- N/A Pacific Islander

## Attendance & Discipline

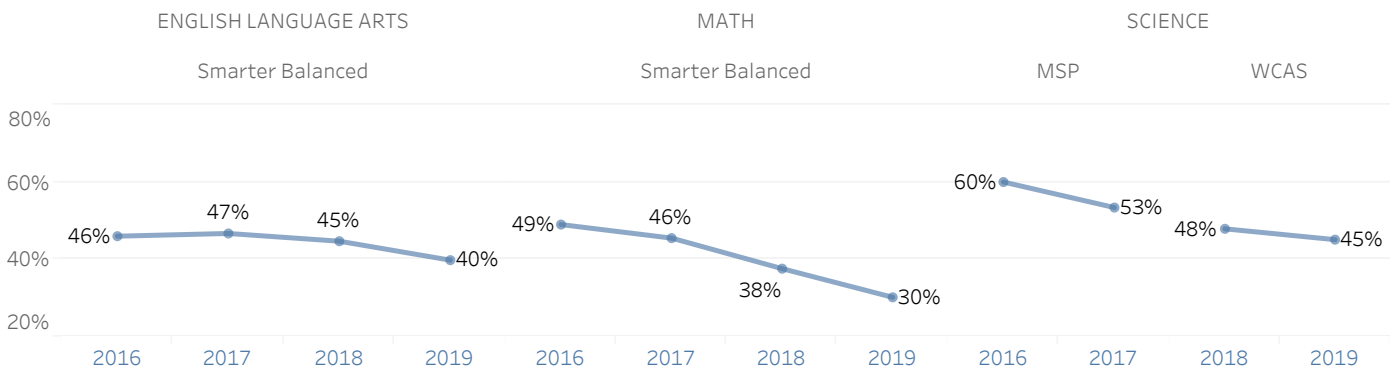
	SCHOOL	DISTRICT
Average Attendance Rate	95%	95%
Students with < 10 Absences Per Year	57%	72%
Students with 18+ Absences Per Year	15%	7%
Suspension Rate <sup>4</sup>	2.1%	0.6%

## Summary of Student Achievement

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



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



## Glossary

### National Board Certified Teachers

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

### Science Assessments - WCAS/MSP

WCAS stands for Washington Comprehensive Assessment of Science, first administered in Spring 2018 to students state-wide in grades 5, 8 and 11. The WCAS replaces the WA State MSP science assessment. The WCAS is aligned to Next Generation Science Standards, which emphasize engineering and technology. The standards were adopted by the state in 2013. For more information see [www.k12.wa.us/assessment/StateTesting/default.aspx](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 1, 2018 unless otherwise specified.
- 2 District Average**  
The district averages displayed here are the averages for district elementary schools.
- 3 Mobility Rate**  
The percent of students who entered or withdrew from the school between October 1 and June 15, based on October 1 enrollment.
- 4 Suspension Rate**  
The percent of students who received at least one in-school or out-of-school suspension or were expelled over the course of the school year.
- 5 State Assessment Results**  
State pass rate percentages combine "Meets Standard" and "Exceeds Standard."

## WELL-ROUNDED EDUCATION

### School Goals & Key Strategies

Lake Hills Elementary provides opportunities for every student to develop the knowledge and skills essential to:

- Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences.
- Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness.
- Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems.
- Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

Educators at Lake Hills Elementary provide the foundation for our academic program and conditions for student learning. With the use of instructional coaches, we support all teachers to provide high quality and culturally relevant instructional practices. Additional program support is provided to those students that need assistance. Student services are available for students experiencing homelessness or living in foster care. We offer additional academic assistance and staff professional development through our office of multilingual services, special education, learning assistance program and Title I department only if applicable).

## High Quality Instruction

### Spanish Language Arts (SLA) & English Language Arts (ELA)

Students in our dual language program receive 90% of their instruction in Spanish and only 10% of their instruction in English through second grade. Starting in third grade through fifth grade, students in our dual language program will receive 50% of their instruction in Spanish and increase to 50% in English. Thus, our goals for literacy development are shared between Spanish and English, with an emphasis on Spanish literacy development through third grade. According to Thomas and Collier (2012), a dual language program is an effective method of producing student results of academic achievement that can surpass those of monolingual students, in the long term. In practicing a view of holistic bilingualism, Lake Hills Elementary recognizes that the trajectory of an emergent bilingual student participating in a Dual-Language program is not the same as that of a monolingual student and requires the selection and use of assessment and accountability measures that are authentic to the program language and reflect the goal of bilingualism and biliteracy.

#### Student Outcome SMART Goals for SLA:

- At least 80% of our 3<sup>rd</sup> through 5<sup>th</sup> grade dual language students will meet standards in SLA as measured by the Evaluación del desarrollo de la lectura “ (EDL2) assessment, while meeting the goals noted below by subgroups.

The table below shows Lake Hills’ goal and growth towards all sub groups meeting SLA proficiency. We continue to analyze our actions and implement the strategies identified below to close gaps that have been historically predictable in our school system.

### Spanish Language Arts: Proficiency Rates and Goals: Grade 3-5

Group	2018	2019		2020
	Actual	Target	Actual	Target
All students:	70%	80%	73%	80%
Native Spanish Speakers:	73%	83%	75%	83%
ELL:	62%	72%	66%	75%
Non-ELL:	72%	82%	78%	85%

#### Student Outcome SMART Goals for ELA:

- At least 43% of Class of 2029 (current 3rd graders) will meet state standards in ELA, while meeting WSIF goals for all subgroups.
- We will decrease the gap between our highest and lowest achieving racial subgroups in ELA grades 3-5 by accelerating the growth for the lowest-scoring groups while maintaining or increasing proficiency levels of the highest scoring groups.
  - Goal: Decrease the gap from 20% in 2019 to 15% in 2020.

The tables below show Lake Hills' goal and growth towards all sub groups meeting ELA proficiency. Boxes with an asterisk indicate subgroups where the number of students is not large enough to be shared publicly. We continue to analyze our actions and implement the strategies identified below to close gaps that have been historically predictable in our school system. Our combined data for grades 3-5 illuminates longer term trends compared to the grade 3 data and serves as the data source for our gap closing goal.

### English Language Arts: SBA Proficiency Rates and Goals: Grade 3\*

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	42%	47%	36%	43%
Asian	45%	50%	42%	48%
Black	*	*	*	*
Hispanic	31%	38%	27%	35%
Two or More Races	*	*	*	*
White	59%	62%	47%	52%
Eligible for Free/Reduced Price Meals	26%	33%	25%	33%
Students with Disabilities	*	*	*	*
English Language Learners	17%	25%	10%	20%

\*Grade 3 Actuals are not cohort data but based on students in grade 3 of each year

### English Language Arts: SBA Proficiency Rates and Goals: Grades 3-5

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	45%	50%	40%	46%
Asian	59%	62%	49%	54%
Black	27%	34%	20%	29%
Hispanic	28%	35%	33%	40%
Two or More Races	59%	62%	53%	58%
White	63%	66%	48%	53%
Eligible for Free/Reduced Price Meals	33%	39%	30%	38%
Students with Disabilities	24%	31%	18%	27%
English Language Learners	14%	22%	10%	20%

## MATHEMATICS

### Student Outcome SMART Goals:

- At least 43% of Class of 2029 (current 3rd graders) will meet state standards in MATH, while meeting WSIF goals for all subgroups.
- We will decrease the gap between our highest and lowest achieving racial subgroups in Math grades 3-5 by accelerating the growth for the lowest-scoring groups while maintaining or increasing proficiency levels of the highest scoring groups.
  - Goal: Decrease the gap from 27% in 2019 to 20% in 2020.

The tables below show Lake Hills' goal and growth towards all sub groups meeting MATH proficiency. Boxes with an asterisk indicate subgroups where the number of students is not large enough to be shared publicly. Boxes that are highlighted in yellow indicate areas where Lake Hills met its sub group goals. While we celebrate growth, we continue to analyze our actions and implement the strategies identified below to close gaps that have been historically predictable in our school system. Our combined data for grades 3-5 illuminates longer term trends compared to the grade 3 data and serves as the data source for our gap closing goal.

### Math: SBA Proficiency Rates and Goals: Grade 3\*

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	40%	46%	36%	43%
Asian	60%	63%	50%	55%
Black	*	*	*	*
Hispanic	24%	31%	23%	31%
Two or More Races	*	*	*	*
White	50%	54%	43%	49%
Eligible for Free/Reduced Price Meals	23%	30%	23%	31%
Students with Disabilities	*	*	*	*
English Language Learners	21%	29%	16%	25%

\*Grade 3 Actuals are not cohort data but based on students in grade 3 of each year



### Math: SBA Proficiency Rates and Goals: Grades 3-5

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	38%	44%	30%	38%
Asian	67%	70%	46%	52%
Black	27%	34%	10%	20%
Hispanic	19%	27%	20%	29%
Two or More Races	35%	41%	47%	52%
White	52%	56%	38%	45%
Eligible for Free/Reduced Price Meals	25%	32%	19%	28%
Students with Disabilities	12%	21%	14%	24%
English Language Learners	15%	23%	10%	20%

#### Our Strengths in High Quality Instruction:

- Culturally Responsive Balanced Literacy Instruction: The Lake Hills' staff is commitment to continued learning and implementation of culturally responsive balanced literacy instruction. Teachers ensure that students have access to texts that are rigorous and reflect their cultures and backgrounds.
- Our Dual Language Model: At Lake Hills we offer students the opportunity to achieve biliteracy and bilingualism through dual language programming. In our research-based Dual-Language program students from different language backgrounds learn together to achieve the three pillars of dual language instruction: biliteracy and bilingualism, sociocultural competence and high academic achievement in two languages. The Dual-Language model values the concept of additive bilingualism, in which students acquire a second language without the replacement of their home language and culture.
- Our Students Are Our Strength! Diversity in language and culture of our students is a strength for Lake Hills Elementary. As we enter the 2019-20 school year approximately 44% of our student population qualifies for the English Language Learners program and 53% of our students speak a first language that is not English. Students learning English participate fully in the Bellevue School District curriculum through language and academic support from highly-qualified teachers. Lake Hills Elementary provides students learning English and their classroom teachers with support through co-planning, co-teaching and facilitation of scaffolds to create access for students. When we consider data for students that have participated in, and exited from English language support services, student achievement is equivalent or exceeding that of their peers.

#### Key Performance Indicators:

- A Team Approach to Measuring Progress: Teacher teams, Professional Learning Communities (PLCs), and our site-based leadership team will analyze student proficiency & growth data, and set goals to close opportunity and achievement gaps. Progress will be measured by the following indicators including the corresponding timelines:

Indicator:	Timeline/target date for administration:
Creation of PLCs	September 1st 2019
PLCs adopt regular meeting schedule, structure and note-taking form documented in building OneNote.	October 1, 2019
Creation of MTSS flow chart by school psychologist and building leadership team	October 1, 2019
PLCs will use self-assessment tool to evaluate PLC efficacy	March 30, 2020
Literacy Universal Screener Data (STAR & Sistema)	BOY: (K-2) TRC, (DL K-2) Sistema (3-5) STAR, (DL 3-5) ELD2 MOY: (K-2) TRC, (DL K-2) Sistema (3-5) STAR, (DL 3-5) ELD2 EOY: K-2) TRC, (DL K-2) Sistema (3-5) STAR, (DL 3-5) ELD2

Math Universal Screener Data (STAR Spanish and/or English)	BOY: (K-2) Classroom-based Assessments, (3-5) STAR MOY: (K-2) Classroom-based Assessments, (3-5) STAR EOY: (K-2) Classroom-based Assessments, (3-5) STAR
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### Key Improvement Strategies:

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

- Grade-level Data-Release Days & Intervention Planning: Grade level teams will be released 2-3 times throughout the year to analyze student academic and social/emotional data. Teacher facilitators and administrators will monitor student growth and determine next steps for students that are not meeting learning targets. Our facilitator teacher leaders will then collaborate with classroom teachers to plan interventions for students and provide co-teaching to increase the academic growth of students.
- Explicit Support for Language Acquisition: Our Multilingual Language Learner (MLL) Facilitators will conduct student observations using the Academic Language Development Observation Feedback Tool. The observation identifies what skills ELL students are demonstrating to assist the teacher in providing the appropriate supports.
- Computer Science for Every Student: Every Lake Hills student this year will develop their computer science skills and computational thinking by participating in weekly computer science lessons taught by a certificated computer science teacher. This innovative learning opportunity will connect to literacy and math learning outcomes.
- Professional Learning Communities: Lake Hills teachers are participating in professional learning communities (PLCs) where teachers collaborate around standards-aligned, student data-driven planning. These PLCs will conduct cycles of improvement to focus on closing achievement gaps and elevating the academic performance of each and every student.
- K-3 Co-Teachers: Every grade level from K-3 this year has been allocated an additional certificated teacher to provide differentiated instruction, acceleration, intervention and progress monitoring for students to ensure that each and every student thrives academically, socially and emotionally.

## Student Well-Being

### Student Outcome SMART Goals:

- We will increase student Sense of Belonging on the Panorama Survey from 58% in fall 2018 to 65% in fall 2019.

### Our Strengths in This Goal Area:

- Counseling Support for Students: We are fortunate to have two full-time school counselors that provide targeted support for students in need of additional social-emotional skill development. Our two counselors also support our teachers in delivering SEL lessons to all students in classrooms. All students will receive instruction on the K-5 Bullying Prevention Unit (BPU) lessons during the months of September, October, and November.
- Additional Support for Social Emotional Learning: Tier II supports and strategies are in the process of being systemized at Lake Hills. For example, Tier II interventions being implemented are: Check-in/out, counseling groups, positive behavior contracts, outside counseling resources, behavior plans, positive peer reporting, and a school-home note system.
- Social Emotional Learning Instruction: During the 2018-19 school year, 100% of classrooms met implementation goals showing evidence of: Classroom Charters, Classroom Mantras, and Peace Corners (SEL Regulation Zones). Over the past several years, staff have received and will continue to receive training in SEL instruction and supporting behavior (e.g., Restorative Practices, Trauma Informed Practices, RULER, Second Step, BPU). We will continue to utilize Culturally Responsive Teaching (CRT) in these and all areas of instruction.
- Social Skill Development & Social Emotional Learning: All grades at Lake Hills have access to both the Second Step and RULER Social Emotional Learning curricula. While the district has adopted Second Step for grades K-2, and RULER for grades 3-5, our teachers utilize both curricula across grade levels depending on the needs of students.

### Key Performance Indicators for the 2019-29 School Year include:

- A Team Approach to Measuring Progress: Similar to how we measure progress in high quality instruction, teacher teams, Professional Learning Communities (PLCs), and our site-based leadership team will analyze student

proficiency & growth data, and set goals in social emotional learning. Progress will be measured by the following indicators including the corresponding timelines:

<p>DESSA: We value gathering multiple pieces of data. We utilize the DESSA-mini as our SEL universal screener. The DESSA provides teacher perception data. Teachers are encouraged to complete the DESSA (full) for students falling in the need range. The DESSA (full) informs us about student strengths and areas for growth among eight SEL related competencies (self-awareness, self-management, social awareness, relationship skills, decision making, optimistic thinking, goal directed behavior and personal responsibility).</p>	<p>Lake Hills DESA-mini Data:</p> <table border="1" data-bbox="984 289 1456 562"> <thead> <tr> <th>Year</th> <th>% of students in the typical/strength range</th> </tr> </thead> <tbody> <tr> <td>Fall 2015</td> <td>78%</td> </tr> <tr> <td>Fall 2016</td> <td>81%</td> </tr> <tr> <td>Fall 2017</td> <td>86%</td> </tr> <tr> <td>Fall 2018</td> <td>86%</td> </tr> <tr> <td>Fall 2019</td> <td>TBD</td> </tr> </tbody> </table>	Year	% of students in the typical/strength range	Fall 2015	78%	Fall 2016	81%	Fall 2017	86%	Fall 2018	86%	Fall 2019	TBD				
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<p>Panorama: Another piece of data that we collect is student perception using the Panorama survey in grades 3-5. We value what our students tell us and want to include their voice related to sense of belonging at school. As defined by the Panorama survey, a sense of belonging is how much students feel that they are valued members of the school community.</p>	<p>Lake Hills Panorama (Sense of Belonging) Data:</p> <table border="1" data-bbox="984 726 1456 1039"> <thead> <tr> <th>Year</th> <th>% Favorable</th> </tr> </thead> <tbody> <tr> <td>Spring 2016</td> <td>63%</td> </tr> <tr> <td>Fall 2016</td> <td>61%</td> </tr> <tr> <td>Fall 2017</td> <td>58%</td> </tr> <tr> <td>Spring 2018</td> <td>53%</td> </tr> <tr> <td>Fall 2018</td> <td>58%</td> </tr> <tr> <td>Spring 2019</td> <td>60%</td> </tr> <tr> <td>Fall 2019</td> <td>TBD</td> </tr> </tbody> </table>	Year	% Favorable	Spring 2016	63%	Fall 2016	61%	Fall 2017	58%	Spring 2018	53%	Fall 2018	58%	Spring 2019	60%	Fall 2019	TBD
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<p>SEL Learning Walks: We will measure implementation of social emotional learning through classroom walkthroughs using a learning walk tool built on look-fors aligned to evidence-based social emotional learning strategies.</p>	<p>Winter 2019</p>																

**Key Improvement Strategies:**

*To support student growth and achievement for those performing at, above or below grade level, our school community will meet the social and emotional needs in the following ways:*

- Professional Development & Coaching: To ensure high quality social emotional instruction in every classroom and throughout the school, we will provide targeted professional development to all staff aligned with best practices in Social-Emotional Learning strategies and approaches followed by ensuring every staff has access to coaching and feedback regarding the level of evidenced-based SEL implementation during March 2020.
- Student Mentorship: We will bolster and refine a systematic Jaguar Mentorship program (led by staff) for students who manifest at-risk behaviors and/or need additional love, support, and connection.
- Added Behavior Expertise & Support: Lake Hills has a trained Board-Certified Behavior Analyst (BCBA) on staff to assist teachers in understanding the function of student behavior and developing behavior support plans tailored to the needs of individual students. A Social Worker is available on site one day a week to support the needs of families in need. Lake Hills has a full-time school psychologist who can provide behavioral expertise to support students with the goal of preventing the overqualification of students in Special Education. Assistant Principals with behavior expertise and School Counselors will provide ongoing coaching and professional development to our General School Assistants during weekly meetings to support the reinforcement of our universal/tier 1 SEL supports (e.g., PBIS, Second Step, RULER and Restorative Practices).
- Before School & After School Enrichment: This year, the Bellevue School District Early and Extended Learning Department is providing student enrichment opportunities before and after school. Students at Lake Hills, on a sliding pay scale, will have opportunities to participate in engaging enrichment classes that will enhance the

students' overall education and provide increased opportunities for a well-rounded education. One goal of this program is to increase students' sense of belonging at school.

## Family and Community Engagement

We believe that education is the shared responsibility of families, educators and community members and we value and respect the diversity of perspectives, knowledge, and abilities that all our stakeholders bring to our schools. As a school community, we have the important mission of shaping the future of the next generation. The families of our students are essential partners in supporting student academic and social emotional development, community partners play an important role providing services, resources and a network of support to our most vulnerable families. Our educators, administrators, and school staff embrace a culture of service focused on working together with families and the community to ensure all students succeed in school and life. We know that the key to our success lies on ensuring that all stakeholders develop the capacity, knowledge and skills needed to collaborate effectively and participate in the education process as equal partners.

### Family and Community Engagement SMART Goals:

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

### Our Strengths in This Goal Area:

- It Starts with Beliefs: At Lake Hills, our mission is that “we share responsibility for ALL students to be successful.” This includes the critical partnership with all of our families. Staff believe in the importance of family partnerships and live out this belief in their regular communication with families and in their support of family events.
- Building Relationships and Community: Lake Hills has an exciting, annual calendar of family events that are extremely well attended by families and students! These events help to create a unified community and build excitement within and support for the Lake Hills community. Activities include:
  - Back-to-School Community BBQ
  - Dual Language Community Night
  - World Culture Night
  - Family Game Night
  - STEAM Night/ Science Fair
  - Día de los Niños (led by community)
  - Talk Time – a multicultural parent conversation group (English learners)
  - Teacher-led Parent Workshops (ex. Preparing for Kindergarten!)
- Parent Volunteerism & PTA Support: We are excited about our growing group of parent volunteers who help out in our school, in our classrooms and on the playground. We are also excited about the continued support of families on our PTSA who help raise funds and support for the school.

### Key Performance Indicators:

- Participation of parents in school activities, particularly by our diverse family sub-groups

### Key Improvement Strategies:

*Focusing on our key priority areas, we have set the following growth and improvement goals in partnership with our parents, students and staff. As a school we are committed to:*

- Supporting Our Growing PTSA: We are working closely with our PTSA to increase parent participation and leadership at Lake Hills. This includes strengthening supporting the PTSA with parent advocacy and support for student and family enrichment.
- Improving Two-Way, Inclusive Communication: We are continuing to build strong two-way communication with families utilizing language translation technology and our new language line in order to ensure access for families who speak a language other than English.
- Strengthening Community Partnerships: We are focusing our collaboration with community partners on high-leverage, high-impact strategies to support students and families and to ensure we are matching resources and services in the community with identified student needs. Several of our community partners include Jubilee

REACH, City of Bellevue Wrap-Around Services Program, Rainier Athletes, Boys & Girls Club, Cornerstone Church, Sound Mental Health, and Sea-Mar Behavioral Health.

- Family Engagement Team: We are re-launching a Family Engagement Team and are recruiting parents and community partners to participate on that team in order to strengthen relationships with families, to better understand their perspectives and to include them in decision making about how we can improve our school for their children.

## APPENDIX A: Coordination and Integration of Funds

As a recipient of federal funds through Title I, Part A we are required to show how our school coordinates and integrates funding used at the school. The table below provides information on how various sources of funding are used and describes the purposes of each specific program.

Program	Amount Available	How the intents & purposes of the Program will be met:
Basic Education	<b>4,007,563</b>	To provide all students with instruction aligned to grade level, specific state standards including differentiation and enrichment services as needed. Basic education funds are combined to support the activities listed above. Examples include: classroom teachers, textbooks, supplemental materials, supplies, equipment, technology, staff development and substitutes.
Title I, Part A	<b>383,778</b>	To provide all children significant opportunity to receive a fair, equitable and high quality well-rounded education and to close educational achievement gaps. These funds are used to provide a second full-time counselor and multiple classified staff members who supports Social-Emotional Learning and strategic academic support for all students.
Learning Assistance Program (LAP)	<b>293,000</b>	To coordinate the use of Learning Assistance Program revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at-risk of not meeting state/local graduation requirements. Our LAP funds are used to provide a reading specialist who supports students reading below proficiency through direct interventions, as well as by providing coaching and support for the classroom teacher to differentiate instructional practices.
Total	<b>4,684,340</b>	