



School Improvement Plan Enatai Elementary School 2020-2021



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



Enatai Elementary School is a neighborhood elementary school that reflects the diversity of the Bellevue School District. Our racial, cultural, and linguistic diversity is an asset we draw upon to learn and grow together as a community as we strive to affirm and inspire each and every learner.

Educational Priorities:

- Authentic Relationships
- Culturally Relevant Instruction
- Rigorous Standards Based Instruction

What is unique about Enatai Elementary School?

- Achievement Network Partner School
- K-5 Special Education Continuum of Services School
- Inclusive Preschool Program
- Seattle University Partner School: Undergraduate Teaching Program

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 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	79%	84%
Black	*	
Hispanic	*	
Low Income	*	
English Language Learners	79%	84%
Students with Disabilities	*	

* Data not available for student subgroups < 10

Data Reflection

- The Enatai Building Leadership Team (BLT) believes that increasing students' sense of connectedness to peers by 5% from Spring 2020 to Spring 2021 is an ambitious goal. We recognize the following as unique factors of this school year that impact student connectedness to peers:
 - At the beginning of the 2020-21 school year, students will have been out of school for 6 months.
 - Students' sense of connection to the school community will vary widely depending on their experience during remote learning in Spring 2020 and ease of access to learning in the 2020-21 school year.
 - Students in virtual classes may be attending schools that are not their home school and are in classes with peers they have never met in person.
 - Students who moved schools between the 2019-20 and 2020-21 school year have never met the peers, in person, with whom they are in online learning.
- While the Enatai staff will certainly strive for the high levels of sense of connectedness to peers, we recognize that both student experience during the closure as well as school structure the 2020-2021 school year will impact this data in ways we are not able to predict.
- In past years, Panorama student "Sense of Belonging" data has helped identify areas for growth. While we are not using this data to track student growth, our reflections on this past data still offer insight into student needs at Enatai and may serve as a guidepost as we shift our focus to students' sense of connectedness with peers. The following are reflections on our prior "Sense of Belonging" data:
 - Our lowest report for sense of belonging are the subgroups of students who receive special education services and students who identify as Asian. Both groups have 66% of students reporting favorably. While the data point for Asian students is not listed in the table above, this

data point is one that the Enatai PBIS team was delving into via planning student focus groups prior to the closure of school in March 2019.

- Our highest sense of belonging subgroup was our Hispanic students. This data point was another area that the Enatai PBIS and Racial Equity and Inclusion teams wanted to explore and learn from students to understand what supported our Hispanic students in feeling connected to Enatai Elementary School.
- When delving into our school data, our greatest area of positive growth was student perception of the cafeteria. Changing the lunch structure to four lunches preceding recess as well as changing the model of supervision are all reasons reported anecdotally by students.

Key Strategies/Adjustments

In the remote learning environment as well as in the hybrid learning environment, we will:

- Gain student voice through surveys and focus groups to implement key changes in how we build and create community school wide.
- Give all students the opportunity to see and discuss Panorama and sense of connection data and develop actionable ways they can positively impact sense of belonging amongst their peers.
- Utilize common read aloud texts at grade levels or grade bands that focus on friendship, kindness*, and building community. (*including an understanding of microaggressions and respect for each other’s racial and cultural identity).
- Continue to build in various activity options in asynchronous times and recess (upon return to in-person learning) that are (at least initially) facilitated by adults to support student interest, engagement, and involvement.
- PDSA Cycles (Plan-Do-Study-Act) cycles of PBIS team to support student connectedness.
- New student meetings with school counselor to build connection with adults and peers at Enatai.

Progress Monitoring

- Student surveys throughout the year that match key questions from Panorama and the sense of connection survey to gain student voice and feedback quarterly so adjustments can be made to support sense of belonging.
- Conduct student focus groups in racial affinity (upon return to in-person learning) to better understand what belonging and connection mean to students and what changes they would like to see in their school.

Inspired and Affirmed

Measures and Targets

- At least X% of students are inspired and affirmed in their day-to-day instruction 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

Key Strategies/Adjustments

- Culturally responsive literature selections – At Enatai Elementary School, we have partnered with our PTSA to purchase picture books and novel sets that more closely reflect our school’s racial demographic to ensure students see themselves in the texts being used in the classroom. Staff at the primary grades, particularly kindergarten, are also utilizing picture books provided by the Bellevue School District to increase representation of various racial groups in our instructional text selections.
- Beginning with the closure in the spring of 2020 and continuing into the 2020-21 school year, Enatai staff, both certificated and classified, have utilized various modes of instruction to meet and affirm individual learner needs and abilities. Two examples of these actions include the implementation of a bilingual speaking group for intermediate grade Spanish speaking students with Enatai’s MLL facilitator and Seattle University faculty and guided Lexia time with LAP Facilitator and/or other trained staff. In each of these examples, staff affirmed strengths and abilities of students and used these learning opportunities to encourage student growth in various literacy skills.

Progress Monitoring

- Monthly Student Survey Data

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

- 70% 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: Black, Hispanic, Special Education, English Learners, Low Income.
- 80% 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	63%	70%
Black	N/A	N/A
Hispanic	N/A	N/A
Special Ed Services	N/A	N/A
English Learners	8%	40%
Low Income	N/A	N/A

*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		

Data Reflection

- Of the 63% of students on track for proficiency based on MOY STAR, fewer than 25% of students in the following categories were on track for proficiency: Black students, Hispanic students, students receiving free/reduced lunch, students receiving special education services, and students who are English learners. It should be noted that these are not distinct groups as membership overlaps between multiple categories.
- As 2nd grade students, this cohort of students ended the 2018-19 school year with an 82% proficiency rate on the EOY STAR Reading assessment. The size of the group decreased between the 2018-19 school year and the 2019-20 school year.
- For the students who are English Learners and at the earliest stages of English acquisition, formative assessment data will better capture their growth in reading skills. The Enatai Building Leadership Team will work in partnership with the Multi-Lingual Learner (MLL) Facilitator to determine more nuanced assessments strategies to monitor student growth.

Key Strategies/Adjustments

- **Standards Based Instruction:** Continue implementation of standards-based instruction via partnership with ANET focusing on the development of focus questions for texts and use of text-based questioning strategies. Additionally, this strategy will also focus on the Foundational Skills Reading standards to ensure systematic, direct instruction of these standards across grade levels.
- **GLAD Strategies:** Infuse GLAD strategies into instruction to support all students. As a school, we will focus on 2 or 3 key strategies designed to improve student comprehension of text and develop speaking and listening skills while also building depth of knowledge amongst staff to support instruction.
- **Student Discourse:** Increase opportunities for student discourse through implementation of key GLAD strategies with a focus on vocabulary and text-based questioning supporting the development of speaking and listening skills.
- **Culturally Responsive Texts:** Select common texts that are read school-wide with focus questions that vary by grade level to ensure increased rigor that all students are exposed to.
- **Lexia:** Utilize online program to complete unfinished learning from previous grades and provide instructional guidance for staff. During 100% remote learning, General School Assistants (GSAs) have been trained by Enatai's LAP Reading Facilitator to support small groups of students, typically students requiring more units completed to close the gap to grade level proficiency, when working in Lexia. This adult support results in more consistent use and provides "just in time" instruction should a student encounter a concept or skill that proves challenging.
- **Classroom Support Staff:** Instructional planning and co-teaching support from MLL and LAP facilitator. These staff will also support classroom teachers with and/or initiate family partnerships.
- **Professional Learning:** Engage in ongoing professional learning including Foundational Skills training via Wired for Reading in summer 2020, training for DIBELS 8 K-2 reading assessment, and ongoing professional learning supported by ANET site coach.

Progress Monitoring

- Achievement Network (ANET) interim assessments will be used to provide instructional feedback to classroom teachers.
- STAR Reading as a screening assessment at least 3 times throughout the 2020-21 school year to analyze student rate of growth as well as monitor progress towards grade level proficiency.
- Formative assessments as noted previously can help identify growth for students who are early in their English acquisition.

- Lexia online progress monitoring (weekly units completed) will provide teachers and other instructional staff guidance on student performance and next instructional steps.

Math Proficiency and Growth

Measures and Targets

- 60% 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: Black, Hispanic, Special Education, English Learners, Low Income.
- 80% 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 SBA or Star

Class of 2029 Cohort*	Math Proficiency on SBA or Star	
	2019-20 Star Grade 3**	Target 2020-21 SBA or Star Grade 4
All Students	68%	75%
Black	N/A	N/A
Hispanic	N/A	N/A
Special Ed Services	N/A	N/A
English Learners	33%	50%
Low Income	N/A	N/A

*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	
	November Check Point	Spring 2020-21 Target
All Students		
Black		
Hispanic		
Students with Disabilities		
English Learners		
Low Income		

Freckle will be our growth tool.

Data Reflection

- Like Enatai’s reading data, the same subgroups of students performed with lower levels of proficiency on the MOY STAR Math assessment. Of the 68% of students on track for proficiency based on MOY STAR, fewer than 35% of students in the following categories were on track for proficiency: Black students, Hispanic students, students receiving free/reduced lunch, students receiving special education services, and students who are English learners. It should be noted that these are not distinct groups as membership overlaps between multiple categories.
- In math, it was also noted that female students performed at a significantly lower level of proficiency than their male counterparts with only 48% of female students being on track for proficiency in math.

Key Strategies/Adjustments

- **Rigorous Problem-Solving Opportunities:** Through Enatai’s work with both ANET and BSD’s Elementary Math Curriculum Developer, we will provide students problem solving opportunities that reflect the full rigor of the Common Core Math Standards. Through evaluation of core curricular resources, staff have identified the need to utilize math tasks beyond those in *Math Expressions* to provide access to complex, rigorous problem-solving opportunities.
- **Common Strategy to Comprehend Story Problems:** Enatai’s Building Leadership Team will support teachers in developing a common process utilizing key language to support students in comprehending and solving complex problems.
- **Freckle:** Enatai teachers will utilize Freckle to support students in completing unfinished learning from previous grade levels. Teachers may also use this platform to extend learning for students needing extension opportunities.

Progress Monitoring

- Achievement Network (ANET) interim assessments will be used to provide instructional feedback to classroom teachers.
- STAR Math will be utilized as a screening assessment at least 3 times throughout the 2020-21 school year to analyze student rate of growth as well as monitor progress towards grade level proficiency.
- Freckle Math will be used to monitor student progress towards completing unfinished learning from previous grades as well as progress towards grade level math standards.

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

Key Strategies/Adjustments

- Utilization of GLAD strategies identified by Enatai's Building Leadership Team in partnership with Enatai's Multi-Lingual Learner Facilitator to support language acquisition in Tier 1 instruction across content areas
- Spanish speaking dual language group for intermediate grade English Language Learners
- Staff professional development on Achievement Level Descriptors to understand how English Language Learners can demonstrate understanding of grade level standards as they continue to acquire English language skills.
- Staff professional development on English Language Proficiency standards to understand and connect standards and Achievement Level Descriptors with the Common Core State Standards in both Math and English Language Arts.
- Staff progress monitoring of ELL student progress based on the level descriptors for reading, writing, listening, and speaking

Progress Monitoring

- Achievement Level Descriptor continuum progress monitoring
- Informal reading, writing, and speaking samples from students identified as English Language Learners

Creators of Their Future World

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)

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

- Families report they feel informed, supported, and empowered to contribute to their student's success as measured by the Family Satisfaction Survey. (See targets in tables below)

Percent of Families Feeling "Informed" on Family Satisfaction Survey	2019-20	Target 2020-21
All	67%	80%
Black	*	*
Hispanic	71%	80%
Students with Disabilities	80%	80%
English Learners	77%	80%
Low Income	57%	80%

Percent of Families Feeling "Supported" on Family Satisfaction Survey	2019-20	Target 2020-21
All	64%	80%
Black	*	*
Hispanic	43%	80%
Students with Disabilities	60%	80%
English Learners	77%	80%
Low Income	43%	80%

Percent of Families Feeling "Empowered" on Family Satisfaction Survey	2019-20	Target 2020-21
All	68%	80%
Black	*	*
Hispanic	43%	80%
Students with Disabilities	40%	80%
English Learners	69%	80%
Low Income	57%	80%

* Data not available for student subgroups < 10

Data Reflection

- Only 76 families of the 460 students at Enatai Elementary completed the survey in the late February/March time frame. Our first goal is to increase family participation in this survey by sharing how the Enatai Building Leadership Team utilizes the information and addresses information shared in the survey.
- Families of students who are English Language Learners reported the highest levels of engagement and satisfaction based on the Winter 2020 survey.
- Different grade levels show strengths in the four questions asked on the survey – overall quality, communication from the school, supported by the school, and partnership with the school.

Key Strategies/Adjustments

- The Enatai Building Leadership Team will survey certificated staff to determine how individuals communicate with families and provide recommendations based on results as well as best practice for communication with families.
- The Enatai Building Leadership Team will work to support certificated staff in accessing translation tools to reach more families.
- The Enatai Building Leadership Team will utilize survey information from families during the Spring 2020 closure to determine next steps with consideration for possible school models during the 2020-21 school year.
- Family meetings at the beginning of the school year – all classroom teachers meet with families at the start of the year to build relationship and partnership with family
- Monthly Principal Coffees in a virtual environment to connect with more families including recording to allow more families to access the conversation even if they cannot attend in person.
- Ongoing partnership with families to determine how to increase access to learning opportunities such as z

Progress Monitoring

- District administered monthly family surveys
- Informal feedback from parent partnership opportunities such as classroom level surveys, principal coffees, and PTSA meetings

Glossary



2019-2020 School Profile

Enatai Elementary

<http://www.bsd405.org/enatai/>

Amy MacDonald, Principal

10700 SE 25th St

Bellevue, WA 98004

425-456-5200

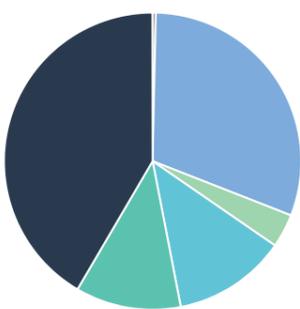
School Overview

Enatai Elementary School embraces the rich diversity of our student community and strives to work collaboratively with families to ensure all students receive rigorous and relevant learning experiences that support student growth academically, socially, and emotionally. We work to affirm and inspire each and every student to learn and thrive as creators of their future world.

Programs Offered

Traditional Program

Racial Diversity



Racial Diversity Detail

<1%	American Indian or Alaska Native
30%	Asian
3%	Black/African-American
12%	Hispanic
<1%	Pacific Islander
11%	Two or more races
41%	White

School & Student Characteristics¹

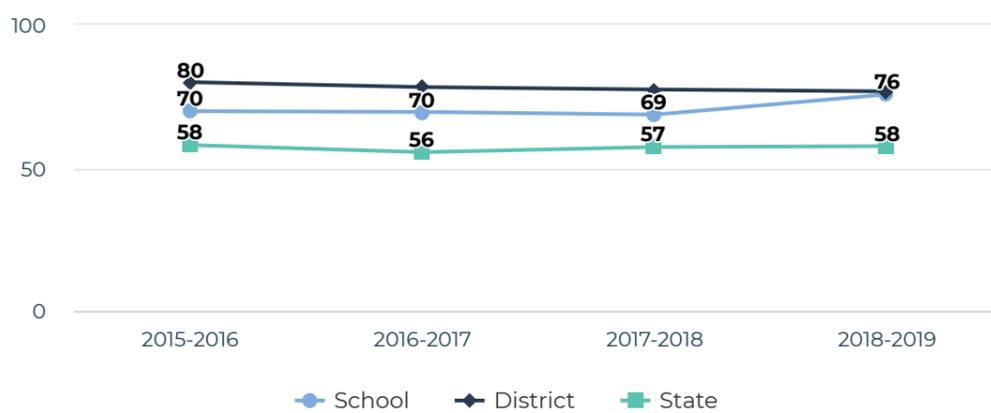
	SCHOOL	DISTRICT ²
Enrollment	505	526
National Board Certified Teachers	19%	23%
Eligible for Free/Reduced Price Meals	14%	16%
Receiving Special Education Services	13%	9%
English Language Learners	19%	21%
First Language Other Than English	34%	42%
Mobility Rate ³	6%	13%
Average Attendance Rate	96%	95%

Summary of Student Achievement

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

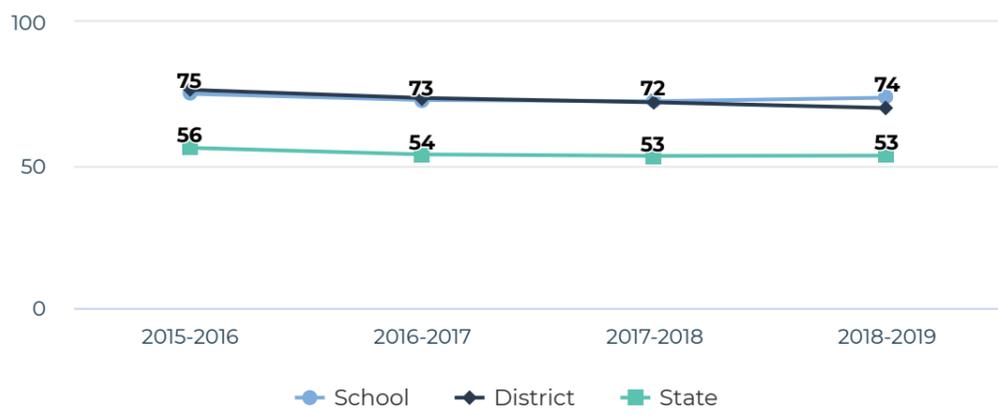
English Language Arts

Smarter Balanced - Percentage of Students Meeting Standards



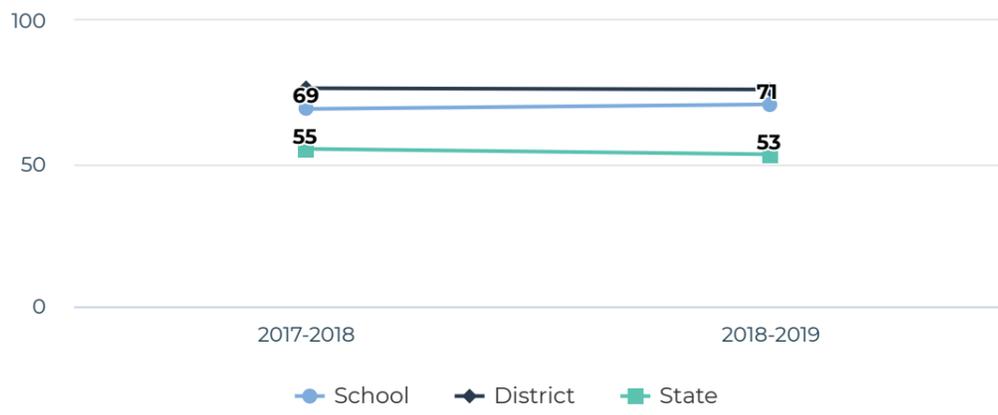
Mathematics

Smarter Balanced - Percentage of Students Meeting Standards



Science

WCAS - 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

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.