

ENATAI ELEMENTARY SCHOOL IMPROVEMENT PLAN



2018-2019

SCHOOL PRINCIPAL:
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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.

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

Enatai Elementary School

2018-2019 School Improvement Plan

At Enatai Elementary School we are **committed to** and **inspired by** the new vision and mission of the Bellevue School District. As a school, we are currently writing our belief statement about high quality instruction. We look forward to sharing this statement, which will serve as a guide in our decision-making processes, before the conclusion of the 2018-19 school year.

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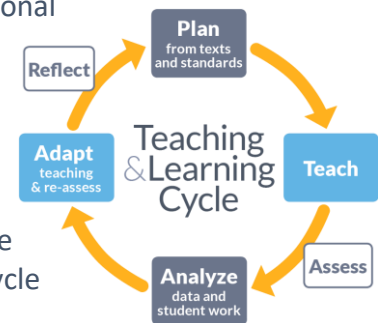
To affirm and inspire each and every student to learn and thrive as creators of their future world.

SCHOOL BACKGROUND

Instructional Program Overview

Enatai is one of eighteen elementary schools in the Bellevue School District, serving approximately 470 kindergarten through fifth grade students and approximately 80 students in our Early Learning Program. The Enatai integrated preschool program is a unique preschool program in the Bellevue School District providing classes that bring together general education and special education students in a 5-day-a-week model where classes are co-taught by Early Learning preschool and special education preschool teachers.

At Enatai Elementary, kindergarten through fifth grade students receive a cohesive academic curriculum that is aligned to the Common Core State Standards. The core instructional program includes reading, writing, math, science, social studies, and social emotional learning. To support increased student achievement in reaching and exceeding the demands of the Common Core State Standards, Enatai Elementary School has entered a four-year partnership with the Achievement Network focusing our school improvement efforts on developing a deep understanding of the Common Core State Standards including utilizing standards-based math and English language arts assessments four times throughout the school year resulting in a cycle of data analysis, instructional planning, and assessment.



Enatai Elementary continues to demonstrate its commitment to the education of the whole child by placing an emphasis on social emotional learning. Recognizing that academic learning cannot happen without concurrent social emotional growth, Enatai staff utilizes the Second Step social skills curriculum in grades Pre-K – 2nd and Yale’s RULER program in grades 3rd – 5th. Enatai has also implemented the Second Step Bullying Prevention Units at grades kindergarten through fifth grade, empowering students with skills to recognize, report, and refuse bullying. Enatai also utilizes restorative practices to support students in understanding the impact of their actions on the school community and to repair harm when it has occurred in relationships between students and/or staff.

At Enatai, students are supported and enriched through a variety of programs including Special Education, English Language Learning (ELL) services, Learning Assistance Program (LAP), volunteer VIBES mentors, and before and after school academic and enrichment programs. Enatai’s students and families reflect the diversity of the Bellevue community. Over 35 languages are spoken by students with over 160 students speaking a first language other than English.

Enatai is supported by a committed and generous parent community. The Enatai Parent Teacher Student Association’s (PTSA) fundraising provides the school with additional hours of general school assistant support in the classroom and resources to support the instructional and social emotional goals of the school. In addition, the Enatai PTSA partners with the school to organize enriching events for students and the entire Enatai community during the academic school year, as well as many fun family evening events.



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.

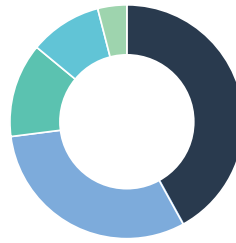
Programs Offered

PALS (preschool special education)

School & Student Characteristics ¹

| | SCHOOL | DISTRICT ² |
|---------------------------------------|--------|-----------------------|
| Enrollment | 560 | 534 |
| National Board Certified Teachers | 23% | 29% |
| Eligible for Free/Reduced Price Meals | 16% | 17% |
| Receiving Special Education Services | 5% | 6% |
| English Language Learners | 25% | 25% |
| First Language Other Than English | 33% | 40% |
| Mobility Rate ³ | 20% | 16% |

Racial Diversity



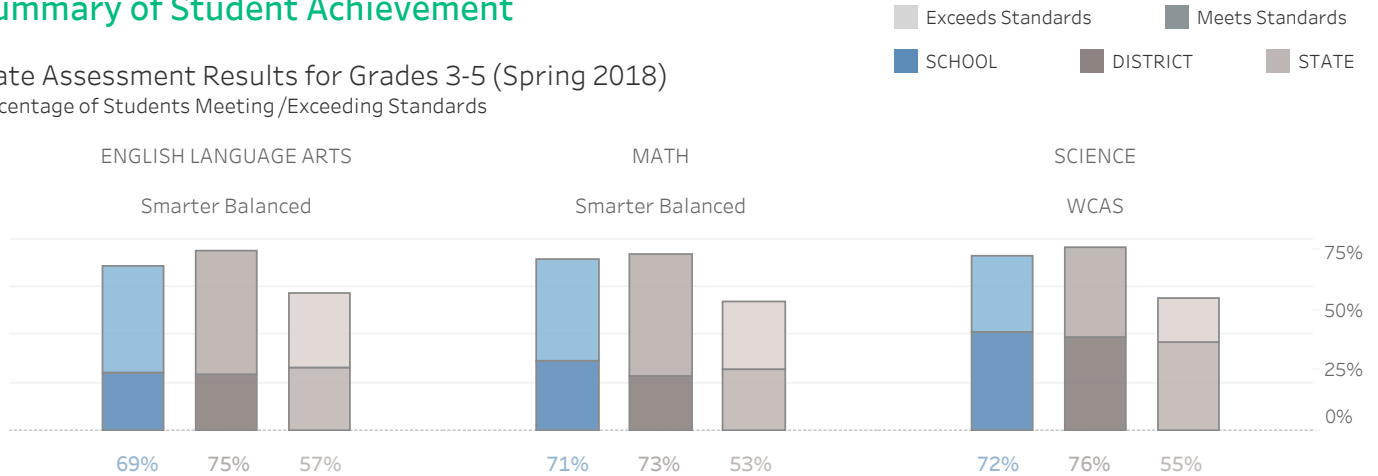
- 31% Asian
- 4% Black
- 10% Hispanic
- 13% Two or more races
- 42% White
- N/A Native American
- N/A Pacific Islander

Attendance & Discipline

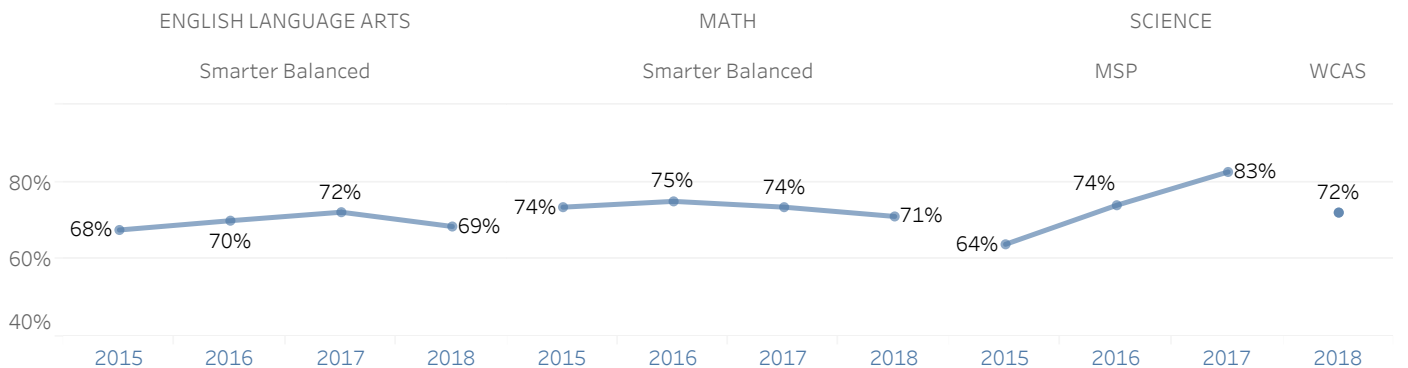
| | SCHOOL | DISTRICT |
|--------------------------------------|--------|----------|
| Average Attendance Rate | 95% | 96% |
| Students with < 10 Absences Per Year | 74% | 71% |
| Students with 18+ Absences Per Year | 9% | 7% |
| Suspension Rate ⁴ | 1.1% | 0.8% |

Summary of Student Achievement

State Assessment Results for Grades 3-5 (Spring 2018)
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.

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 who benefit from support in organization, executive functioning, and social competency.

* **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, 2017 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.

SCHOOL BACKGROUND

Achievement & Growth

The Washington School Improvement Framework (WSIF) includes each student group individually, creating a holistic vision of a school through two lenses: the performance of the all students group and that of their student group populations. The all students group includes all students in the school, where each student group shows the performance of students by race/ethnicity and program enrollment. Effectively, all student groups are held to the same standard.

Measures by Student Group

| | All Students | | | Asian | | | Black | | | Hispanic | | | Two or More | | | White | | | English Learners | | | Low Income | | | Students with Disabilities | | |
|--------------------------------|--------------|-------------|-----------|-------|-------------|-----------|-------|-------------|-----------|----------|-------------|-----------|-------------|-------------|-----------|-------|-------------|-----------|------------------|-------------|-----------|------------|-------------|-----------|----------------------------|-------------|-----------|
| | Base | 2018 Actual | 2019 Goal | Base | 2018 Actual | 2019 Goal | Base | 2018 Actual | 2019 Goal | Base | 2018 Actual | 2019 Goal | Base | 2018 Actual | 2019 Goal | Base | 2018 Actual | 2019 Goal | Base | 2018 Actual | 2019 Goal | Base | 2018 Actual | 2019 Goal | Base | 2018 Actual | 2019 Goal |
| ELA Proficiency Rate | 70.6% | 68.5% | 74.5% | 78.0% | 70.0% | 80.4% | 26.9% | 18.2% | 39.5% | 41.6% | 50.0% | 51.3% | 71.6% | 75.0% | 75.3% | 76.7% | 75.6% | 79.4% | 24.0% | 32.4% | 37.2% | 43.2% | 40.4% | 52.6% | 27.8% | 36.4% | 40.2% |
| Math Proficiency Rate | 74.2% | 71.1% | 77.4% | 87.5% | 87.5% | 88.0% | 38.5% | 9.1% | 48.8% | 40.4% | 50.0% | 50.3% | 78.4% | 67.9% | 80.7% | 77.4% | 72.3% | 79.9% | 51.8% | 59.5% | 59.5% | 43.0% | 34.6% | 52.4% | 29.6% | 27.3% | 41.7% |
| ELA Median SGP | 58 | | | 55 | | | | | | 50 | | | 60 | | | 60 | | | 60 | | | 51 | | | 52 | | |
| Math Median SGP | 54 | | | 68 | | | | | | 39 | | | 53 | | | 54 | | | 60 | | | 47 | | | 33 | | |
| EL Progress Rate | 73.6% | | 74.3% | | | | | | | | | | | | | | | | | | | | | | | | |
| Regular Attendance Rate | 94.3% | | | 95.8% | | | 84.1% | | | 91.8% | | | 95.4% | | | 95.0% | | | 90.9% | | | 88.3% | | | 90.4% | | |

These measures include results on state standardized tests (*proficiency*), student growth over multiple test periods (*median student growth percentiles*), English learner progress towards language attainment and School Quality and Student Success measures of attendance. To protect student privacy, a minimum number of students is required so no one student can be identified. If the space is white and blank, that means the student group was too small to report out publicly, to protect the student privacy.

WELL-ROUNDED EDUCATION

School Goals & Key Strategies

Enatai Elementary School 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 Enatai Elementary School 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, and learning assistance program. Focusing on our key priority areas, we have set the following growth and improvement goals in partnership with our parents, students and staff.

High Quality Instruction

Implementation SMART goals for this year:

1. During the 2018-19 school year, Enatai will implement four interim ANET assessments in literacy in grades 2-5 and engage in data analysis and data-based instructional planning following each of the interim assessments.
2. During the 2018-19 school year, Enatai will implement Multi-Tiered Systems of Support including:
 - Standards based Tier 1 literacy instruction
 - Standards based Tier 2 literacy interventions
 - Implement data review process to support intervention implementation
3. By the end of the 2018-19 school year, all K-5 classrooms will implement a 90-120 minute literacy block (non-contiguous) that supports a balanced literacy approach as evidenced by the master schedule and walk through data.

Student outcome SMART goals for this year:

During the 2018-19 school year, Enatai will meet or exceed the Smarter Balanced Assessment WSIF goals as noted below measured by the Spring 2019 Summative Smarter Balanced Assessment:

| Subgroup | % Proficient | 2018 | 2019 |
|---|--------------|--------|------|
| | Base | Actual | Goal |
| All Students | 71% | 69% | 74% |
| Asian | 78% | 70% | 80% |
| Black | 27% | 18% | 40% |
| Hispanic | 42% | 50% | 51% |
| Two or More Races | 72% | 75% | 76% |
| White | 77% | 76% | 79% |
| Not Eligible for Free/Reduced Price Meals | 77% | 75% | 80% |
| Eligible for Free/Reduced Price Meals | 43% | 40% | 53% |
| No IEP | 74% | 71% | 77% |
| IEP | 28% | 36% | 40% |

| | | | |
|-------------------------------|-----|-----|-----|
| English Language Learners | 24% | 32% | 37% |
| Not English Language Learners | 76% | 74% | 78% |
| ELL - Emerging/Progressing | | 15% | 24% |

Our Strengths in the goal area:

The Enatai staff is committed to strengthening standards-based instruction as demonstrated by entering the four-year partnership with the Achievement Network.

Key Performance Indicators for the 2018-19 school year include:

To ensure our growth towards reaching the goals set forth for our school, Enatai staff in grades 2nd-5th will utilize the Achievement Network Interim Assessments four times over the course of the school year.

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

Teachers across all grades will work with building-based facilitators to develop interventions to support all students in reaching grade level standards. This Multi-Tiered System of Supports will ensure that students are making significant growth towards meeting grade level standards.

Student Well-Being

Implementation SMART goals for the year:

All teachers will deliver evidence-based universal SEL instruction in their classrooms to all students as evidenced by the SEL look-for document and create plans for implementation improvement based on strengths and areas for growth.

Our Strengths in the goal area:

Enatai Elementary has demonstrated a commitment to and belief in the effectiveness of teaching behavior in the same way we teach academic skills.

Key Performance Indicators for the 2018-19 school year include:

The use of a classroom walk through guide will document the level of implementation of evidence based SEL instruction.

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

Teachers across all grades will work with building and district staff to develop interventions and plans of support for students not achieving the SEL standards established for each grade.

Climate & Culture

Implementation SMART goals for this year:

By March, 2019, Enatai Elementary School will have the following implementation SMART goals met:

- Equity & Inclusion Leadership team will complete Team Development and Communication Structures of Readiness and Foundation

By June, 2019, Enatai Elementary School will have the following implementation SMART goals met:

- Equity & Inclusion Leadership team will complete FIA 1.1 (Version 2.0) in the Fall and Spring, with a minimum target in June of level 2 implementation (implementing)
- Equity & Inclusion Leadership team will complete Current Reality document

Our Strengths in the goal area:

Enatai Elementary has an Equity & Inclusion Leadership team that has already developed its purpose statement and has transitioned to taking on the role of making decisions that impact the both the instructional direction as well as culture and climate of the school.

Key Performance Indicators for the 2018-19 school year include:

A key indicator of this team's growth and success will be the team's self-assessment on the Fidelity Inventory Assessment in June 2019. Additionally, completion of documents as such as the Current Reality document as well as documents such as master schedules will highlight how Enatai Elementary is committed to meeting the needs of all learners.

APPENDIX A: Glossary

| | |
|--------------|---|
| ELA | Percent of students meeting or exceeding state standards on the third grade English Language Arts test. Third grade is a critical juncture in reading because after that, students need to read fluently in order to keep up with all their other subjects. Research has shown that students who are not reading at grade level by the end of third grade tend to struggle academically in later years. |
| Math | Percent of students meeting or exceeding state standards on the fifth grade math test. Mastering fifth grade math provides students with a solid foundation for starting higher-level math in middle school. |
| SGP | Student Growth Percentiles are a metric that looks at the growth of individual students over time. SGPs compare growth of students across the state with similar test score histories and require two test scores to determine how many scale points a student grew compared to how their peers grew. |
| EL | English Learner refers to the percent of students meeting or exceeding state standards with regards to the length of time they qualify for services from the District's English Language/Multilingual Department. |
| WSIF | Washington State Improvement Framework includes each student group individually, creating a holistic vision of a school through two lenses: the performance of the All Students group and that of their student group populations. |
| 'SMART' Goal | SMART stands for Specific, Measurable, Assignable, Realistic and Time-Based. In other words, when you set a goal you ensure that it meets each one of these criteria. |
