

# ENATAI ELEMENTARY SCHOOL IMPROVEMENT PLAN



2019-2020

---

**SCHOOL PRINCIPAL:**  
**Amy MacDonald**



*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

## 2019-2020 School Improvement Plan

At Enatai Elementary School we are **committed to** and **inspired by** the vision and mission of the Bellevue School District. 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.

---

Instructional Program Overview.....	Page 3
Profile .....	Page 5
School Goals & Key Performance Indicators .....	Page 7

---

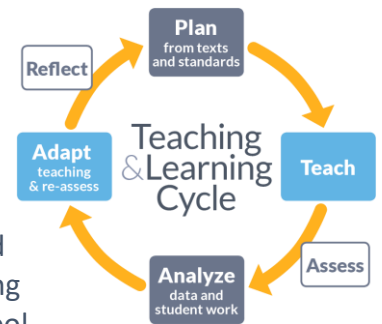
***To affirm and inspire each and every student to learn and thrive as creators of their future world.***

## 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 English Language Arts (ELA) and Math and exceeding the demands of the Common Core State Standards, Enatai Elementary School continues in its second year of a four-year partnership with the Achievement Network (ANET) 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 PreK - 2<sup>nd</sup> and Yale's RULER program in grades 3<sup>rd</sup> - 5<sup>th</sup>. 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.

To build strong relationships between staff, students, and families and deepen understanding of the impact of race on classroom instruction and interactions, staff at Enatai Elementary have engaged in personal learning and reflection by participating in Beyond Diversity racial equity training. At the time of this plan being published, over half of Enatai's classroom teachers have engaged in this two-day training with more teachers slated to attend this training throughout the 2019-20 school year.

At Enatai, students are supported and enriched through a variety of programs including Special Education, English Language Learning (ELL) services, Learning Assistance Program (LAP), parent and community volunteers, 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.

During the 2019-20 school year, Enatai Elementary begins its journey to become a Continuum of Services school beginning with kindergarten and first grade. As a continuum of services school, Enatai Elementary will strive to support more students staying at their home school instead of

attending center-based special education programs. Our goal is to provide a rigorous and adaptive learning program for all students living in the Enatai attendance area. We join Stevenson and Wilburton Elementary Schools, Chinook Middle School, and Bellevue High School in this endeavor.

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.

During the 2019-20 school year, Enatai Elementary will continue its partnership with Seattle University in the development and implementation of its undergraduate teaching program. This partnership brings together Seattle University faculty and Enatai Elementary staff to support the development of undergraduate teaching candidates in a two-year program during which candidates attend content area courses at Enatai Elementary. This program allows Seattle University students to learn through the daily classroom experiences at Enatai Elementary School and allows Enatai Elementary staff to tap into the expertise of Seattle University faculty.



## 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.

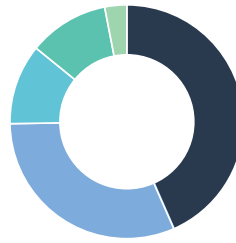
## Programs Offered

Continuum of special education services, including preschool

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

	SCHOOL	DISTRICT <sup>2</sup>
Enrollment	462	496
National Board Certified Teachers	24%	28%
Eligible for Free/Reduced Price Meals	18%	18%
Receiving Special Education Services	4%	6%
English Language Learners	22%	24%
First Language Other Than English	35%	42%
Mobility Rate <sup>3</sup>	12%	14%

## Racial Diversity



- 31% Asian
- 3% Black
- 11% Hispanic
- 11% Two or more races
- 43% White
- N/A Native American
- N/A Pacific Islander

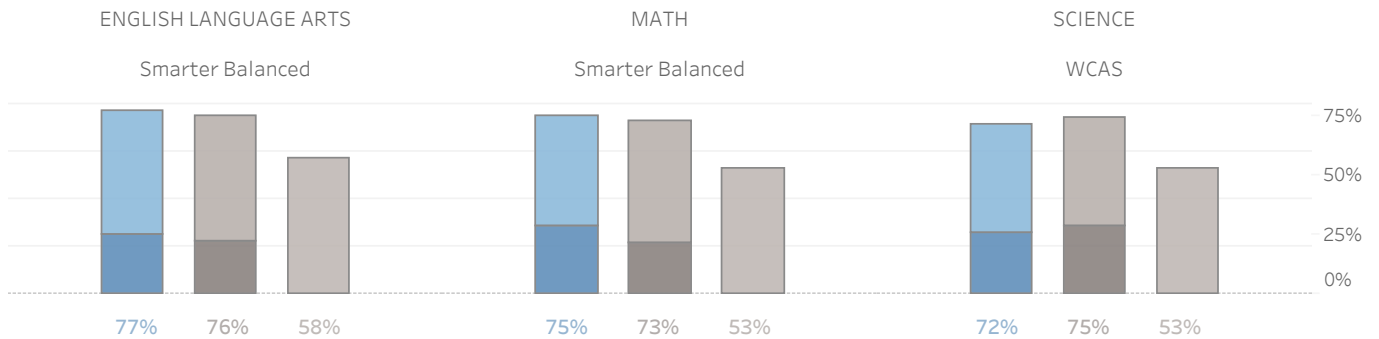
## Attendance & Discipline

	SCHOOL	DISTRICT
Average Attendance Rate	96%	95%
Students with < 10 Absences Per Year	74%	72%
Students with 18+ Absences Per Year	6%	7%
Suspension Rate <sup>4</sup>	0.9%	0.6%

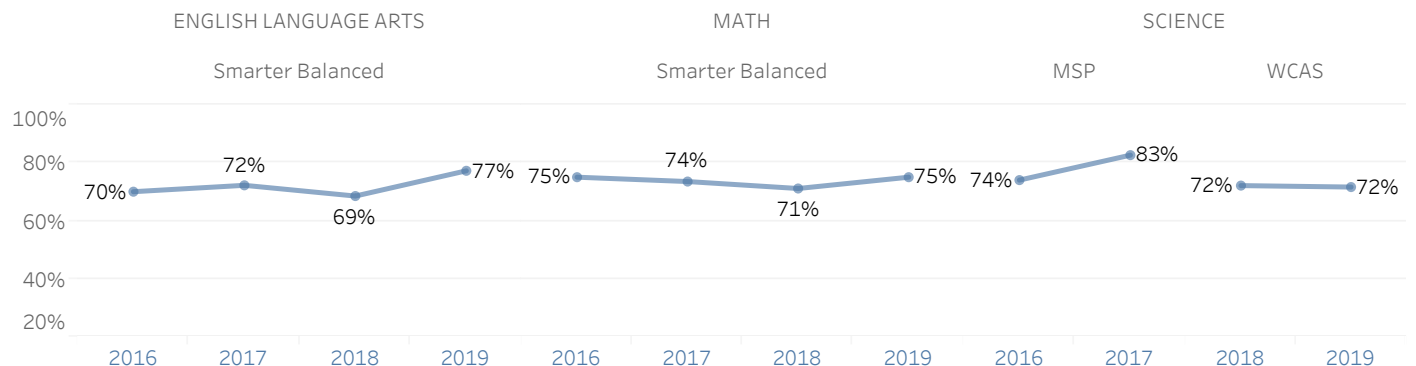
## Summary of Student Achievement

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

- Exceeds Standards
- Meets Standards
- SCHOOL
- DISTRICT
- STATE <sup>5</sup>



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."

## English Language Arts (ELA)

### Student Outcome SMART Goals:

- At least 80% of Class of 2029 (current 3<sup>rd</sup> 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 50% in 2019 to 43% gap in 2020.

The tables below show Enatai’s 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. Boxes that are highlighted in green indicate areas where Enatai met its sub group goals. While we celebrate growth in many areas, 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	66%	69%	78%	80%
Asian	75%	77%	96%	97%
Black	*	*	*	*
Hispanic	54%	58%	*	*
Two or More Races	*	*	82%	83%
White	64%	67%	76%	78%
Eligible for Free/Reduced Price Meals	35%	41%	53%	58%
Students with Disabilities	*	*	*	*
English Language Learners	33%	39%	*	*

*\*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	69%	71%	77%	79%
Asian	70%	72%	88%	89%
Black	18%	26%	*	*
Hispanic	50%	54%	38%	45%
Two or More Races	75%	77%	88%	89%
White	76%	78%	76%	78%
Eligible for Free/Reduced Price Meals	40%	46%	48%	53%
Students with Disabilities	36%	42%	47%	52%
English Language Learners	32%	38%	38%	45%

### **Our Strengths in This Goal Area:**

- Standards-Aligned Interim Assessments: During the 2018-19 school year, the staff of Enatai Elementary School implemented many instructional changes that positively impacted student learning. One change that made a significant impact was the use of interim assessments to guide instructional practice. We launched this work in collaboration with the Achievement Network (ANET). Teachers use the interim assessments to align the rigor of their instruction to the Common Core State Standards and to monitor student progress throughout the year.
- Focused Professional Learning: Teachers at Enatai are engaged in deep learning to ensure students have access to grade-level, complex texts each day and understand the importance of 'text first' planning in which teachers design learning around rich, complex, culturally responsive texts. Teachers are increasing their use of culturally relevant reading selections, K-5.
- Technology to Differentiate and Individualize: We are using technology in each of our classrooms to provide students with differentiated and individualized reading support such as RAZ kids leveled online books and access to *Journeys* whole class and small group reading texts.

### **Key Performance Indicators:**

The Enatai Elementary staff will track progress towards our SMART goals in the following ways:

- Interim Assessments: During the 2019-20 school year, grades 2-5 at Enatai will continue to utilize four interim ANET assessments in literacy and engage in data analysis and data-based instructional planning following each of the interim assessments. To accomplish this, Enatai will utilize building level professional development to support these cycles "Plan – Teach – Assess – Analyze." Enatai will also continue to partner with our ANET coach to review school data, conduct classroom walk throughs, and adjust professional learning based on the needs demonstrated.
- Data Reviews: We will utilize a data-review process with common data analysis protocols to support intervention, implementation and progress monitoring, including using the following key data sources multiple times each year:
  - TRC (K-2), DIBELS (K-2), ANET Interim Assessments (2-5)

### **Key Improvement Strategies:**

The Enatai Elementary staff has identified the following key strategies to help us reach our ELA goals for the 2019-20 school year:

- Multi-Tiered Systems of Support: During the 2019-20 school year, Enatai will continue implementation of Multi-Tiered Systems of Support so that students receive the supports they need to be successful, including:
  - Standards-based, universal literacy instruction (Tier 1)
  - Standards-based, additional and personalized (Tier 2 and Tier 3) literacy interventions
- Literacy Support for Students Who are Multilingual Learners: To support our goals closing the gap between our lowest and highest achieving groups of students, Enatai will focus on ensuring that Multilingual Learners are receiving language acquisition support as well as all components of effective reading instruction as originally outlined in the 2000 National Reading Panel Report: phonemic awareness, phonological skills, fluency, comprehension, and vocabulary. To accomplish this, Enatai staff will utilize partnerships and expertise within our LAP and ELL staff along with our partnership with Seattle University faculty to explore strategies to support Multilingual Learners who did not acquire reading or writing skills in their first (or second) language when learning to read in English.
- Ensuring Access to Complex Texts within the Balanced Literacy Block: Our instructional focus this year is to ensure students have access to complex texts and complex text instruction that is aligned to grade level standards or higher within the 90-120 minute literacy block. We will grow this instructional practice in collaboration with ANET and measure progress using the ANET interim assessments.

## **Mathematics**

### **Student Outcome SMART Goals:**

- At least 80% of Class of 2029 (current 3<sup>rd</sup> 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 61% in 2019 to 53% in 2020. In the 2019 data, the largest gap is between students qualifying for special education services and Asian students.

The tables below show Enatai’s 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 green indicate areas where Enatai met its sub group goals. While we celebrate growth in some areas, 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	77%	78%	78%	80%
Asian	96%	97%	96%	97%
Black	*	*	*	*
Hispanic	54%	58%	*	*
Two or More Races	*	*	73%	75%
White	76%	78%	76%	78%
Eligible for Free/Reduced Price Meals	41%	46%	60%	64%
Students with Disabilities	*	*	*	*
English Language Learners	73%	75%	*	*

*\*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	71%	73%	75%	77%
Asian	88%	89%	94%	95%
Black	9%	18%	*	*
Hispanic	50%	54%	43%	49%
Two or More Races	68%	70%	81%	82%
White	72%	74%	70%	73%
Eligible for Free/Reduced Price Meals	35%	41%	41%	47%
Students with Disabilities	27%	34%	33%	40%
English Language Learners	60%	63%	48%	53%

**Our Strengths in This Goal Area:**

In our efforts to continue raising the achievement of all students and closing what has been persistent and predictable gaps in student performance, the staff of Enatai bring the following strengths into our mathematics instruction:

- Standards-Aligned, Differentiated Instruction in Math: Our teachers are committed to ensuring all students have access to 60-minutes of math daily that is aligned to Common Core State Standards. Students will also receive

extra support or acceleration based on their data as informed by progress monitoring assessments (ANET interim assessments, STAR).

- Standards-Aligned Interim Assessments: We are launching the use of ANET interim assessments in mathematics to assess student understanding and guide instructional practice.
- Technology to Differentiate and Individualize: Similar to literacy, we are using technology, e.g. Dreambox, to differentiate and individualize math instruction for students needing additional practice and/or extension.

**Key Performance Indicators:**

The Enatai Elementary staff will track progress towards our SMART goals in the following ways:

- Interim Assessments: During the 2019-20 school year, grades 2-5 at Enatai will utilize four interim ANET assessments in mathematics and engage in data analysis and data-based instructional planning following each of the interim assessments. To accomplish this, Enatai will utilize building level professional development to support these cycles “Plan – Teach – Assess – Analyze.” Enatai will also continue to partner with our ANET coach to review school data, conduct classroom walk throughs, and adjust professional learning based on the needs demonstrated.
- Data Reviews: We will utilize a data-review process with common data analysis protocols to support intervention, implementation and progress monitoring, including using the following key data sources multiple times each year:
  - ANET Interim Assessments (2-5)

**Key Improvement Strategies:**

The Enatai Elementary staff has identified the following as key strategies in reaching our math goals for the 2019-20 school year:

- Standards-Aligned Interim Assessments: The implementation of ANET interim assessments will support classroom teachers in knowing how students are performing on grade level standards that will be assessed on the Smarter Balanced Summative Assessment and provide guidance and resources for unfinished learning as related to various standards.
- Strengthening Math by Strengthening Literacy: To support our goals closing the gap between our lowest and highest achieving groups of students in math, Enatai will focus on ensuring that students are receiving all components of effective reading instruction (See our ELA goals) because being able to comprehend the problem asked and produce a grade level response requires not only mathematical knowledge but the ability to read and comprehend the task.
  - Enatai’s SBA math claim data highlights this significant performance difference between students’ ability to demonstrate understanding of a mathematical procedure or concept (Claim 1) compared to students’ abilities to engage in problem solving (Claim 2) and communicating reasoning about a mathematical problem (Claim 3).
  - Problems that demonstrate Problem Solving and/or Communicating Reasoning typically have a greater language demand than problems that assess Concepts and Procedures.

Claim*	Grade 3	Grade 4	Grade 5
	% of Student Below or Near/At Standard**		
Concepts & Procedures	39%	39%	33%
Problem Solving & Data Analysis	43%	55%	51%
Communicating Reasoning	51%	53%	52%

*\*SBA data is broken down into claim level data that highlights different aspects of mathematical understanding. The three claim areas in mathematics are: Concepts and Procedures, Problem solving and modeling & Data Analysis, and Communicating Reasoning. Each of these areas represents key understanding in having a complete, balanced mathematics education.*

*\*\*SBA data is reported to schools as “Below Standard”, “At/Near Standard,” or “Exceeding Standard.” Based on the analysis of our student data, the category of “At/Near Standard” is wide and encompasses many students; however, we feel that if a student is barely reaching standard, we need to strengthen and solidify that student’s learning. Therefore, students who are “At/Near Standard” are included above.*

## Student Well-Being

### Student Outcome SMART Goal:

- Enatai Elementary will increase student sense of belonging on the Panorama Survey from 72% in fall 2018 to 76% in fall 2019.

### Our Strengths in This Goal Area:

- It Starts with Commitment and Beliefs: Enatai Elementary staff has a demonstrated commitment to and belief in the effectiveness of teaching pro-social skills in the same way we teach academic skills. Enatai staff also believe in the importance of authentic relationships and strong community support for learning, engagement, and a sense of belonging.
- Universal Social Skills, Social/Emotional and Anti-Bullying Instruction: Enatai staff utilizes the Second Step social skills curriculum in grades PreK - 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.
- Commitment to Racial Equity: To build strong relationships between staff, students, and families and deepen understanding of the impact of race on classroom instruction and interactions, staff at Enatai Elementary has engaged in personal learning and reflection by participating in Beyond Diversity racial equity training. At the time of this plan being published, over half of Enatai’s classroom teachers have engaged in this two-day training with more teachers slated to attend this training throughout the 2019-20 school year.

### Key Performance Indicators:

- Elevating Student Voice: Our PBIS leadership team is leading us in conducting student surveys (more frequently than Panorama) as well as follow-up focus groups throughout the year to elevate student voice in understanding our strengths and areas of improvement.
- Social Emotional Instructional Learning Walks: We will conduct learning walks focused on student well being in order to monitor implementation of our social emotional learning instruction and support strategies.
- Social Emotional Learning Screener: In the fall, staff will administer the DESSA Mini, a social emotional screener, to proactively identify students who may need additional or personalized supports with social emotional learning.

### Key Improvement Strategies:

- Building Community Through Community Circles: Each teacher will hold at least one community circle in their classroom per week (if not more) to support student community building and sense of belonging.
- Restorative Practices: Teachers and General School Assistant staff will engage in Restorative Practices training in order to develop their skills in leading restorative conversations with students. This will increase student access to proactive, restorative problem solving which will lead to positive student-to-student and student-to-teacher interactions.
- Ensuring Strong Starts for Our New Students: To support students who are new to Enatai in building positive relationships and finding community, Enatai’s administration and/or school counselor will personally connect with every new student and their family in grades 1-5 by 12/2019.

- Elevating Student Voice: Enatai's PBIS team will develop an additional survey for grades K-2 and 3-5 to better understand how students are feeling at school.
- Recess Group to Build Friendships: We have launched a recess group for students who want to make new friends or join in an activity run by an Enatai staff member.
- School-wide Celebrations: We will build in four school-wide celebrations and/or projects throughout the year (at least one per quarter) that all students and staff participate in.

## 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 Goal

- 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:

- Two-way, Inclusive Communication: Teachers at Enatai are committed to communicating frequently with families regarding student success and achievement and strive for strong partnerships with all families. We use our school website to ensure access to school-related news and information in multiple languages.
- Community Partnerships: Enatai staff work in partnership with community organizations such as Jubilee Reach, Hopelink and Boys and Girls Club to support the success of all students.
- PTSA & School Partnership: Our PTSA is committed to inclusion of all families. The PTSA sponsors a multi-cultural week celebrating the diversity of the Enatai community. The PTSA is also committed to enhancing the education of all students through its Academic Adventure Program – a series of engaging academic challenges that students complete over the course of the year (ex. Egg Drop, Multicultural Poster, Literacy Challenges). The PTSA also provides free evening events to bring the community together such as Family Movie Nights and parent education meetings.

### Key Performance Indicators:

- Attendance: We will encourage and measure attendance of families at school and PTSA sponsored events such as Curriculum Night, meet and Greet in August, Family Movie Nights, etc.
- Student Participation: We will monitor and encourage student participation in PTSA sponsored events.
- Parent-Teacher Conferences: We will strive for 100% parent-teacher conferences completed.

### Key Improvement Strategies:

- Welcoming New Families: We will strengthen our communication and support for building connections and relationships among our new families. This may include tours, welcome packets and social events.
- Building Connections: We will expand opportunities for parents, local organizations, and members of the community to learn and support our work together through parent education opportunities (ex. internet safety).
- Strengthen Inclusive Language Supports: We will strengthen our supports for multilingual families to access school and PTSA information and events. This includes using translation technology and the district language line.