



# School Improvement Plan Enatai Elementary School 2023-24



## *Bellevue School District Vision*

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



## **What is unique about Enatai Elementary School?**

- An Inclusive Practices School supporting student neurodiversity and disability at their neighborhood school.
- Committed to literacy instruction grounded in the Science of Reading.
- Has served as the home of Seattle University's EDLS undergraduate teaching program since 2018.
- Excited to engage in computer science learning opportunities with our new Computer Science Facilitator.

### **Inside:**

- Student Voice and Agency
- Educational Excellence
- Equity Commitments
- School Profile

*See Appendix for School Profile*



## Student Voice and Agency

Each student holds the power to shape their own future and have a positive impact on the world they inhabit. In recent years, we have observed an increase in student involvement at all levels, including Board meetings. Students have come forward to discuss crucial issues impacting their well-being and academic success. They have proudly celebrated their successes and courageously drawn attention to systemic inequities and barriers to student achievement. In this School Improvement Plan (SIP), we will prioritize student voice and agency as a key initiative to transform students' learning experiences.

❖ **Goal:** Elevate student voice and agency to cultivate well-being and joy while transforming learning experiences in the classroom and school community.

❖ **Measures and Levels of Evidence**

Map-Level Data:

Panorama Survey School Climate Domain - <b>Sense of Belonging</b> (% favorable responses, grades 3-5):				
Student Groups	Spring 2022	Spring 2023	Spring 2024 Target	Spring 2024 Actual
All Students	71% (180)	75% (176)	80%	
Asian	71%	75%	79%	
Black	86%	*	*	
Hispanic	76%	76%	80%	
Multi-ethnic	70%	74%	78%	
White	69%	77%	81%	
Students w/IEPs	69%	67%	75%	
English Learners	69%	68%	76%	
Low Income	72%	69%	77%	

Note: As a general rule of thumb, a difference of 4 or more percentage points is considered meaningful on the Panorama survey.

Panorama Survey, <b>additional questions</b> on Student Voice & Agency (% favorable responses, grades 3-5):				
<b><i>“Does this teacher invite students’ culture and experiences into the classroom?”</i></b>				
<b><i>“How often do you feel that this teacher wants you to use your thinking skills, not just memorize things?”</i></b>				
Student Groups	Spring 2022	Spring 2023	Spring 2024 Target	Spring 2024 Actual
All Students	n/a	n/a	90%	
Asian			90%	
Black			90%	
Hispanic			90%	
Multi-ethnic			90%	
White			90%	
Students w/IEPs			90%	
English Learners			90%	
Low Income			90%	

Street-Level Data:

Staff at Enatai Elementary will engage in a **“Focal Student”** study to better understand the strengths and needs of a student about whom they would like to learn more deeply. The Focal Student protocol will be revisited at both building professional development and in the MTSS process. As part of this process, staff may engage in additional street data strategies including, but not limited to: student and family interviews, classroom equity participation trackers, classroom equity scans, shadowing students, and/or home visits. These strategies are designed to strengthen the learning around focal students, allowing educators to learn from students and families to develop a more complete understanding of their students – their needs, hopes, and dreams.

### ❖ **Summary of Evidence**

Between Spring 2022 and Spring 2023, Enatai Elementary increased the overall sense of belonging for students in Grades 3-5. While the sense of belonging was maintained or increased for racial groups, decreases in sense of belonging by 1-3 percentage points for students identifying as being from low-income households, multilingual learners, or receiving special education services were evident. A celebration to highlight is our collection of K-2 SEL data, grade levels whose voice is not represented in the Panorama survey. To gain knowledge of how our K-2 students feel in school, a paper-pencil non-verbal survey was administered by the school counselor in each K-2 classroom. Data from this survey guided MTSS cycles as well as Tier 2 supports during the 2022-23 school year. We will complete this K-2 survey again, as we seek to understand how all students experience a sense of belonging at Enatai Elementary.

### ❖ **Equity Challenges**

The following equity challenges were noted:

- Students who identify as Black report fewer opportunities to participate in class than “all students” at the school.
- Based on anecdotal feedback from students, completing the Panorama can be confusing with the rating system and vocabulary.

To support student understanding and vocabulary when completing the Panorama assessment, we are front loading each classroom with a presentation that will be used to develop meaning and increase familiarity with the questions. This will help norm and calibrate every student receiving the same information before engaging with the survey.

## Educational Excellence

Academic success, as one aspect of educational excellence, remains a “mission-critical” component of the Bellevue School District. Strong literacy and math skills are critical to preparing students for rigorous high school courses and post-secondary learning.

❖ **Goal #1--Literacy:** Increase the percentage of students meeting or exceeding proficiency standards in **reading** by the end of Grade 3.

❖ **Measures and Levels of Evidence**

*Satellite and Map-Level Data:*

Star Reading Proficiency – Grade 3				
Student Groups	Spring 2023	Fall 2023	Spring 2024 Target	Spring 2024 Actual
All Students	59% (69)	69% (72)	75%	
Asian	56%	63%	75%	
Black	*	*	*	
Hispanic	0%	83%	87%	
Multi-ethnic	89%	91%	95%	
White	70%	66%	75%	
Students w/IEPs	10%	*		
English Learners	17%	33%	66%	
Low Income	14%	33%	66%	

\* Groups of fewer than 5 students are not included to protect confidentiality.

Smarter Balanced Proficiency – Grade 3			
Student Groups	Spring 2023	Spring 2024 Target	Spring 2024 Actual
All Students	63.6% (66 stu)	75%	
Asian	52.2%	75%	
Black	33.3%	*	
Hispanic	0	75%	
Multi-ethnic	77.8%	85%	
White	81.5%	85%	
Students w/IEPs	0	*	
English Learners	26.7%	66%	
Low Income	16.7%	66%	

As noted in the “Student Voice and Agency” section, staff at Enatai Elementary will engage in a “**Focal Student**” study to better understand the strengths and needs of a student about whom they would like to learn more deeply. Educators may be gathering street data about reading or mathematics as part their Focal Student work.

The Focal Student protocol will be revisited at both building professional development and in the MTSS process. As part of this process, staff may engage in additional street data strategies including, but not limited to: student and family interviews, classroom equity participation trackers, classroom equity scans, shadowing students, and/or home visits. These strategies are designed to strengthen the learning around focal students, allowing educators to learn from students and families to develop a more complete understanding of their students – their needs, hopes, and dreams.

❖ **Summary of Evidence**

Summary of reading/literacy data at Enatai includes these patterns, trends and celebrations:

- Racial predictability in STAR data between Spring 2023 and Fall 2023 significantly changed for students identifying as multi-racial or Hispanic, outperforming peers in other racial groups.
  - This will be a celebration once we better understand what led to these significantly improved reading outcomes for students.
  - The Spring 2023 data differs from Fall 2023 data with a higher rate of proficiency for students who are multilingual learners and/or are from low-income households. While there is still a significant discrepancy in proficiency, the data is trending upwards.
- Enatai’s SBA Reading data from Spring 2023 was predictable by race, language, socio-economic status, and types of services received in school.
  - While Spring STAR data should be comparable in proficiency rates to SBA proficiency rates, one racial group performed better on SBA than STAR (students identifying as white). Similarly, multilingual learners performed better on SBA than STAR. These results are unexpected and will be delved into as part of our ongoing data work.
- For STAR reading data, Enatai will collect and add growth data for this cohort as it becomes available.

❖ **Equity Challenges**

Enatai Elementary has identified significant differences in achievement of students based on race, language, socio-economic status, and types of services received at school. The data presented above is grade level data and does not follow a single cohort of students across years. Student data from Fall 2023 highlights a shift in racial predictability with students identifying as Hispanic or Multiethnic significantly outperforming students identifying as White or Asian. However, historically predictable discrepancies across race, language, socioeconomic status, and various types of school-based services persist. Enatai Elementary will delve into this data across other grades to better understand this change in data.

❖ **Goal #2—Math:** Increase the percentage of students meeting or exceeding proficiency standards in **math** by the end of Grade 5.

❖ **Measures and Levels of Evidence**

*Satellite and Map-Level Data:*

Star Math Proficiency – Grade 5				
Student Groups	Spring 2023	Fall 2023	Spring 2024 Target	Spring 2024 Actual
All Students	49% (57)	48% (77)	60%	
Asian	63%	74%	80%	

Black	*	*	*	
Hispanic	22%	18%	50%	
Multi-ethnic	50%	56%	65%	
White	53%	43%	60%	
Students w/IEPs	0%	29%	50%	
English Learners	20%	8%	50%	
Low Income	17%	8%	50%	

\* Groups of fewer than 5 students are not included to protect confidentiality.

Smarter Balanced Math Proficiency – Grade 5			
Student Groups	Spring 2023	Spring 2024 Target	Spring 2024 Actual
All Students	62.9% (62 stu)	70%	
Asian	85.7%	90%	
Black	0	*	
Hispanic	10.0%	50%	
Multi-ethnic	55.6%	65%	
White	78.9%	85%	
Students w/IEPs	0	50%	
English Learners	20.0%	50%	
Low Income	11.1%	50%	

Street-Level Data:

As noted in the “Student Voice and Agency” section, staff at Enatai Elementary will engage in a “Focal Student” study to better understand the strengths and needs of a student about whom they would like to learn more deeply. Educators may be gathering street data about reading or mathematics as part their Focal Student work.

The Focal Student protocol will be revisited at both building professional development and in the MTSS process. As part of this process, staff may engage in additional street data strategies including, but not limited to: student and family interviews, classroom equity participation trackers, classroom equity scans, shadowing students, and/or home visits. These strategies are designed to strengthen the learning around focal students, allowing educators to learn from students and families to develop a more complete understanding of their students – their needs, hopes, and dreams.

❖ **Summary of Evidence:**

Summary of math data at Enatai includes these patterns, trends and celebrations:

- STAR math scores remained relatively unchanged for the All-Students category between spring and fall.
- STAR math scores increased for students who identify as Asian and Multi-Ethnic between spring and fall. Scores also increased for students on IEPs between spring and fall.
- STAR math scores decreased for students who identify as Hispanic, White, English Learners and Low Income between spring and fall.
- Comparing Spring STAR math scores to Spring SBAC Math scores, the All-Students category as well as students who identify as Asian, Multi-Ethnic, and White performed higher on the SBAC than on STAR Math. Students who identify as Hispanic and Low-Income showed a lower score on the SBAC than STAR. There was no change of score for English Learners.

- Racial predictability between fall and spring SBAC scores did not change for students identifying as Asian, Hispanic and Multi-Ethnic.
- Racial predictability between fall and spring SBAC scores did change for students identifying as White with Multi-Ethnic outperforming White students.
- Enatai's data was predictable by race, language, socio-economic status, and types of services received in school in the state SBA Math data.
- We will monitor and add growth data as it becomes available.

❖ **Equity Challenges**

Enatai Elementary has identified significant differences in achievement of students based on race, language, socio-economic status, and types of services received at school. The data presented above is grade level data and does not follow a single cohort of students across years. Despite showing different cohorts of students between Spring 2023 and Fall 2023, the differences in achievement persist across groups of students reflecting that the challenge is not specific to one group of students.

## Equity Commitments

All students have an inherent right to an equitable, accessible, inclusive, and culturally responsive learning environment.

Based on instructional priorities at the P-5 level, elementary schools are all focusing on Equitable Access to High Quality Instruction as a top equity commitment. Elementary Schools may elect to select an additional Equity Commitment of focus on for the 2023-2024 school year but are not required to do so.

### ❖ Goal/Equity Commitment:

- **Equitable Access to High Quality Instruction: Provide concerted universal instructional efforts and extensive and varied intervention opportunities to support all students, including those who face barriers and inequities, to meet key milestones for student growth and achievement, and their own personal growth and learning goals.**

### ❖ Measures and Levels of Evidence

#### Street-Level Data:

As noted in the “Student Voice and Agency” section, staff at Enatai Elementary will engage in a “**Focal Student**” study to better understand the strengths and needs of a student about whom they would like to learn more deeply. The street data gathered as part of this protocol will support educators in meeting the needs of students including those who have faced barriers. The Focal Student protocol will be revisited at both building professional development and in the MTSS process. As part of this process, staff may engage in additional street data strategies including, but not limited to: student and family interviews, classroom equity participation trackers, classroom equity scans, shadowing students, and/or home visits. These strategies are designed to strengthen the learning around focal students, allowing educators to learn from students and families to develop a more complete understanding of their students – their needs, hopes, and dreams.

### ❖ Equity Challenges

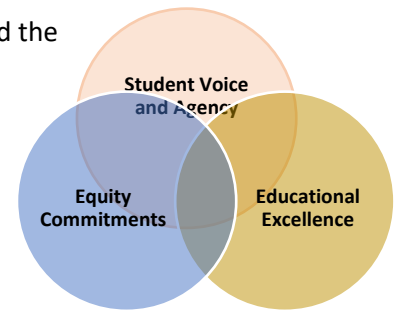
- Schools identify one or two key equity challenges related to this equity commitment.:
  - Enatai Elementary has identified significant differences in achievement of students based on race, language, socio-economic status, and types of services received at school. The data presented above is grade level data and does not follow a single cohort of students across years. Despite showing different cohorts of students between Spring 2023 and Fall 2023, the differences in achievement persist across groups of students reflecting that the challenge is not specific to one group of students.
    - Current academic data indicates that students, particularly those who are multilingual learners, receive special education services, or live in families with lower income are disproportionately not reaching grade level expectations in core academic areas as indicated by Reading and Math data as seen in both the STAR and SBA assessments.



- In the second semester of the 2023-2024 school year, Enatai Elementary will expand its MTSS to include our Enatai Preschool. This will be done to support the transition of students from preschool to kindergarten in Fall 2024.
- Through the work of our REI & BLT Leadership Teams, we will continue to review school data and examine our school-wide practices to ensure equitable access to high-quality instruction.
- These challenges will be tackled through a revised MTSS process, year-long building-wide PD & building and strengthening of our grade level PLCs.

## Key Improvement Strategies

Continuous school improvement requires ongoing learning, reflection, collaboration, and the implementation of evidence-based best-practices. The strategies identified below represent our key improvement strategies to achieve our goals this year



### 1. Strategy #1: Strengthening Our MTSS Process

- We continue to revise our MTSS process to best support our students' needs. This year, we have two foci of the MTSS meeting. 1) We will be focusing on high quality, Tier 1 instruction picking an instructional goal for each cycle in each classroom. 2) We will focus on 1-2 students of possibility, supporting 6-week cycles of intervention for these student(s) in their area(s) of need.
- Meetings were scheduled during contracted hours to ensure all members would be able to attend the MTSS meetings. Meetings were also scheduled to align K-2 and 3-5, and to account for the testing benchmark windows so educators would be able to look at the most up-to-date data.

### 2. Strategy #2: Ongoing Professional Learning Focused on Increasing Student Agency and Voice

- Our Building Leadership Team decided to focus on elevating student voice and agency and intentionally having a throughline that addresses how professional development will impact instructional practices at Enatai. During and after professional development sessions, teachers and staff reflect on how their new learning can amplify student voice and agency, and what adjustments can be made, so practices change as soon as the next day.
- Enatai is facilitating a book study on *Street Data*, which is creating the opportunity for staff to learn, discuss, and reflect on strategies that allow them to understand students and families in ways that go beyond satellite and map data. Street data allows staff to understand students holistically and apply differentiated approaches to all students with the goal of improving academically, connecting on a social emotional level, and feeling like they belong at school.
- Student Leadership opportunities is another avenue in which we are elevating student voice and agency around cultivating the culture of Enatai. Students are taking the lead in our daily announcement broadcast via Flip, where they share about: languages they speak and how to say greetings and phrases, heritage month celebrations, jokes, book recommendations, and anything else that may be something to share with the rest of the school. Enatai also has student leaders who have a key role in observing and providing feedback on safety and emergency drills.
- Enatai has a part-time computer science facilitator who is supporting staff by co-planning, co-teaching, and facilitating professional development to integrate different subject areas and computer science and

intentionally thinking about how to elevate student voices while providing opportunities to engage in computer science and computational thinking.

**3. Strategy #3: Developing & Calibrating Building Level PLCs**

- a. As a school who has new staff on most grade level teams, Enatai will be focusing on developing and calibrating our PLCs to support academic, social emotional learning and equity goals. PLCs will reset norms and expectations as to how PLCs will function. PLCs will focus on building relationships and developing trust in order to grow one another's instructional practice. PLCs will examine how PLC time is utilized in order to elevate student growth.

## 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.

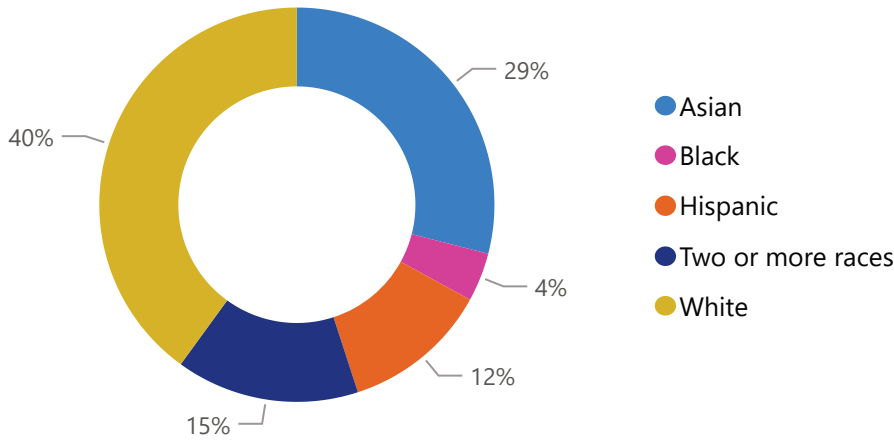
10700 SE 25th St.  
Bellevue, WA 98004

<http://www.bsd405.org/enatai>  
425-456-5200  
Amy MacDonald

## Programs Offered

Inclusionary practices special education services, including preschool

## Racial Diversity



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

Enatai Elementary School    District Elementary Average <sup>2</sup>

	Enatai Elementary School	District Elementary Average <sup>2</sup>
Enrollment (10/3/2022)	361	411
Average Attendance Rate	92%	94%
Eligible for Free/Reduced Price Meals	17%	21%
Receiving Special Education Services	9%	9%
English Language Learners	19%	25%
First Language Other Than English	35%	45%
Mobility Rate <sup>3</sup>	17%	16%

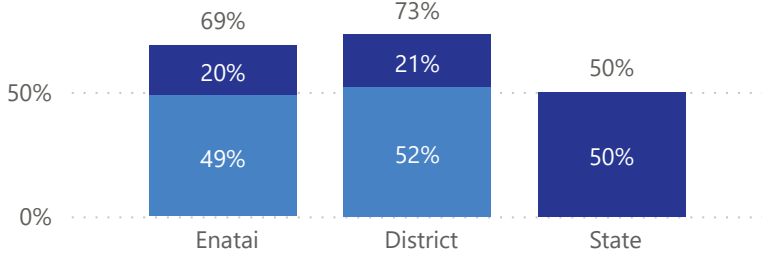
# Summary of Student Achievement

## State Assessment Results for Grades 3-5 (Spring 2023)

Percentage of Students Meeting / Exceeding Standards

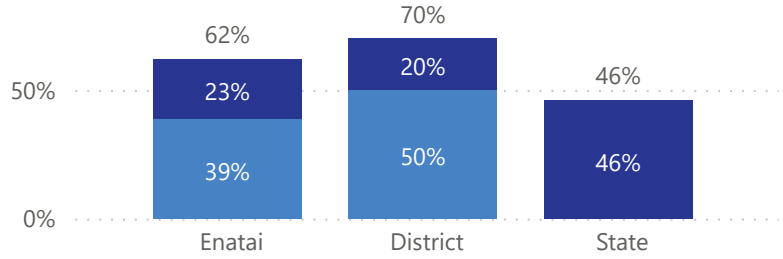
### SBA: English Language Arts

● Exceeds Standards ● Meets Standards



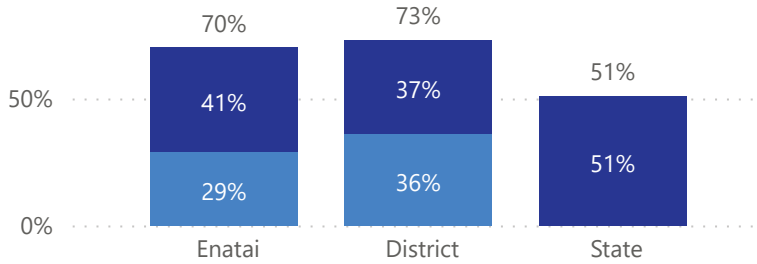
### SBA: Math

● Exceeds Standards ● Meets Standards



### WCAS: Science

● Exceeds Standards ● Meets Standards

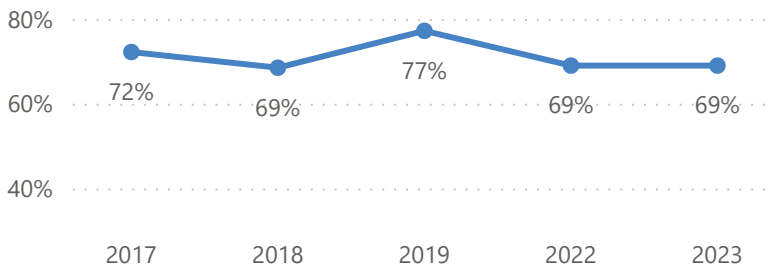


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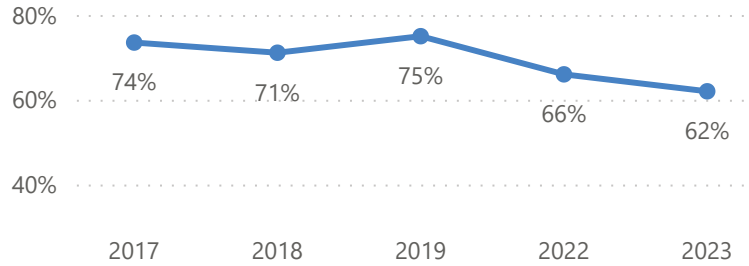
## Enatai State Assessment Results for Grades 3-5

Percentage of Students Meeting Standards

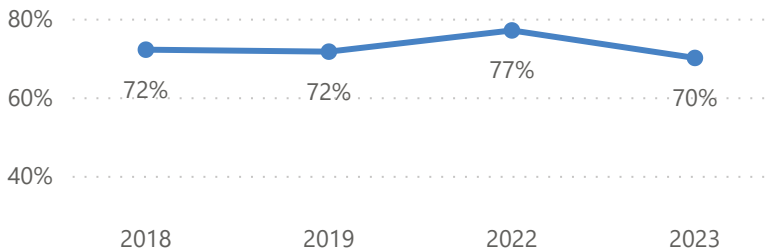
### SBA: English Language Arts



### SBA: Math



### WCAS: Science



## Glossary

### 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/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 3, 2022 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 State Assessment Results

State pass rate percentages combine "Meets Standard" and "Exceeds Standard."