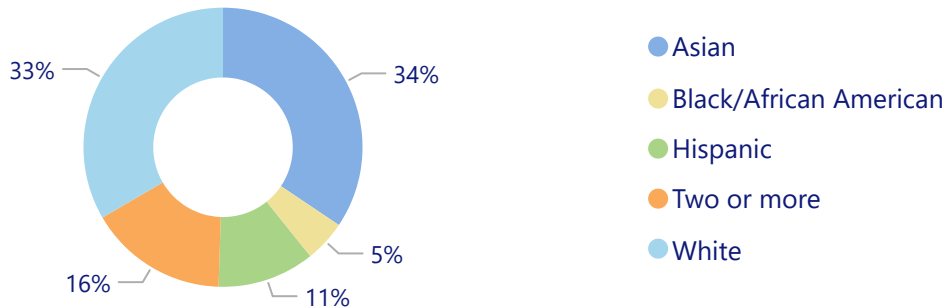


Enatai Elementary School

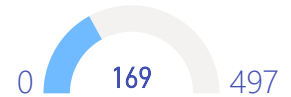
Racial Diversity



Enrollment: P-5

497

First Language Other Than English



Eligible for Free/Reduced Price Meals



English Language Learners

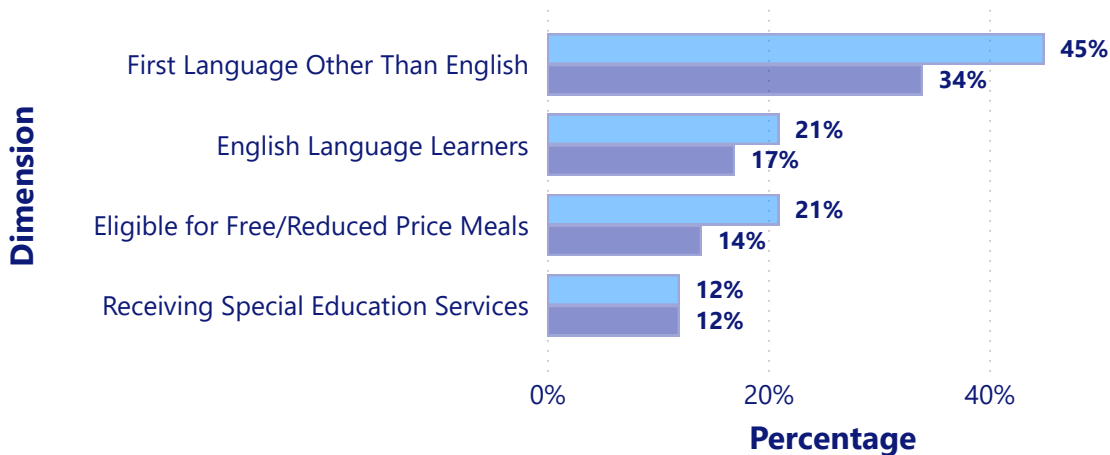


Receiving Special Education Services



School vs. District Student Metrics

● District Elementary Average ● Enatai Elementary School



Enatai Elementary School

School Improvement Plan 2024-25

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Our mission is to serve each and every student academically, socially, and emotionally, through a rigorous and relevant education that is innovative and individualized. We embrace the rich diversity of our student community, and work collaboratively to ensure that all students receive learning and supports that lead to student growth academically, socially and emotionally. As a learning community that values one another's humanity, we provide courageous support for an equitable and exceptional education for all students.



School Improvement Plan Priorities

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School Improvement Plan Priorities

Our School Improvement Plan is aligned with the 2024-2029 Bellevue School District Strategic Plan and Sustainability Plan with a particular focus on student learning and engagement. Human-centered systems and collective leadership are foundational to our efforts to improve students' learning experiences.

Bellevue School District **Strategic Plan** Priorities:

Cultivating Student Engagement and Learning

We've ignited a passion for learning by putting student voice and agency at the heart of everything we do. With active, engaging learning experiences in every classroom, students are prepared to navigate and lead in the complex and ever-changing world.

Building Human-Centered Systems and Relationships

We envision a school and district community where every student, staff, and family member experiences a genuine sense of belonging. Our beloved community is thriving when the richness of diversity here is honored, valued, and integral to our learning. Together, we foster a more inclusive and connected environment.

Strengthening Collective Leadership for People and Planet

Together, we lead with inclusivity and equity! By aligning through shared principles and vision, we're ensuring coherence and collective ownership of our goals. Students, staff, and families co-create innovative solutions and implement sustainable plans for the future. We inspire each other to collectively lead the way for people and the planet.





Student Engagement and Learning

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Learning is joyful, innovative, and built upon student strengths. Passion for learning is ignited by placing student voice and agency at the heart of teaching and learning. With active, engaging, and culturally sustaining learning experiences, students learn to navigate and lead in the complex and ever-changing world.

Priority: Provide engaging, relevant learning experiences that center on student voice and agency

CURRENT LANDSCAPE	
	<p>Spring SBA Reading Data:</p> <ul style="list-style-type: none"> 69% of Ss Proficient in Reading (identical to 22-23) Growth for some student groups vs 22-23, including MLLs (+8%), Ss w/ IEPs (+16%), and Ss w/ FRM (+11%) No growth for Black Ss (-5%) or Hispanic Ss (+1%)
	<p>Spring MAP Reading Data:</p> <ul style="list-style-type: none"> 67% of Students “On Track” for Grade Level Proficiency <ul style="list-style-type: none"> By Race/Ethnicity: 68% of Asian Ss; 74% of White Ss; 44% of Hispanic Ss; 14% of Black Ss By IEP: 36% of Ss w/ IEPs; 72% of Ss w/out IEPs <p>Sense of Belonging Data</p> <ul style="list-style-type: none"> Sense of Belonging Data Indicates that a majority of Enatai students feel: <ul style="list-style-type: none"> Like they belong at School (69%) That the school respects all students’ cultures (90%) That students treat each other well on the playground (55%) Some disparities across racial, ethnic and language groups exist for overall sense of belonging data, including for those students with FRM (10%) and students with IEPs (5%) We do not have Sense of Belonging data (Satellite or Street) Specifically related to our Equity Imperative, but will be gathering it this fall
	<p>TRC Dibels Data <i>Spring 2024 Data in Comparison to Spring 2023</i></p> <ul style="list-style-type: none"> Kinder: 68% (-14%) 1st: 87% (-2%) 2nd: 78% (-10%)
	<p><i>Student Interviews Focused on Experiences w/ Reading and Reading Identities</i></p> <p>Although survey data indicates that many students feel like they belong at school, there are concerns that some students do not feel connected to the academic work, and moreover capable of academic excellence themselves. Staff members have described many reluctant readers – students who struggle</p>



with reading initially and as a result develop an aversion to reading. These challenges are particularly problematic for students with IEPs that are far below grade level in 3rd-5th grade, when academic reading and research *could* be exciting and engaging for them if not for disfluent reading and frustration. As we engage in literacy work, we want to improve not only outcomes but students' self-perceptions and feelings of excitement about reading.

Teacher Efficacy




Our school district adopted a new set of reading materials in 24-25, with goals of both improving our instruction focused on Language Comprehension (through knowledge-rich curricula) and improving students' experiences in literacy (by providing scaffolded opportunities for individual research on topics selected by students). Given the new materials and teachers' lack of experience with them (we only had one teacher pilot the new materials in 23-24), teachers have expressed concerns around their ability to deliver excellent literacy instruction using our new curriculum. Feelings of efficacy is something we will closely monitor as the year continues.

Student Engagement and Learning Equity Imperative

Each and every Enatai student has access to excellent Tier 1 literacy instruction, and as a result we see all students develop more positive identities as readers and writers, have more positive experiences with literacy instruction, and show growth in their literacy skills. This work should be centered principally on both the experiences and outcomes of Multi-Lingual Learners, Students with IEPs and Black/African American students.

Key Improvement Strategies

1. **Ensure strong implementation of our Reading curricula** (ARC, Haggerty and UFLI), *in order to* ensure that all students are regularly engaged in reading instruction that builds both Word Recognition and Language Comprehension
 - o This should improve all students' reading outcomes, but should have a particularly significant effect on students who may currently be behind grade level and require more systematic reading instruction
2. **Building-based Professional Development** will focus on supporting teachers and staff to (1) understand the Science of Reading; (2) Define key learning goals for each ARC Unit; and (3) deliver literacy lessons that align to the design and purpose of our new curriculum
3. **Utilize Student Interviews and Survey Data** in order to better understand students' personal experiences with reading and literacy instruction and share insights with staff, *so that* we can improve our collective understanding of how best to build confidence and engagement of our most historically marginalized students when it comes to reading
4. **Engage in regular classroom visits during the literacy block** in order to identify strengths and challenges with literacy instruction, and design Professional Development to respond to needs
5. **Re-organize Enatai's instructional schedule** in order to ensure every grade level has a common, consistent literacy block (to support collaboration and collective intervention)
6. **Facilitate quarterly Multi-Tiered System of Support (MTSS) Meetings**, where each grade level team will meet with our Instructional, Multi-Lingual, and LAP (Reading) Facilitators in order to review data from recent reading assessments, reflect on progress towards academic outcomes, and define clear strategies to support struggling readers

MONITORING SUCCESS	
	<p><u>Our BLT/REI Teams will be monitoring the following questions throughout the year related to Satellite Data:</u></p> <ul style="list-style-type: none"> • Are we improving the % of Ss who are showing proficiency on Reading Comprehension (measured by STAR)? <ul style="list-style-type: none"> ○ Overall (monitored by BLT) <i>and</i> for each student group (race, ethnicity, IEP status and FRM) (monitored by REI)
	<p><u>Our BLT/REI Teams will be monitoring the following questions throughout the year related to Map Data:</u></p> <p><i>Academic Outcomes:</i></p> <ul style="list-style-type: none"> • Are we improving the % of Ss showing proficiency on Word Recognition (measured by <u>Dibels</u>)? <ul style="list-style-type: none"> ○ Overall (monitored by BLT) <i>and</i> for each student group (race, ethnicity, IEP status and FRM) (monitored by REI) <p><i>Sense of Belonging (monitored by REI)</i></p> <ul style="list-style-type: none"> • Do student interviews and surveys show we have a growing # of students who (1) say they enjoy reading; (2) show confidence in their abilities as readers; and (3) can name a favorite author, topic of study or genre?
	<p><u>Our BLT/REI Teams will be monitoring the following questions throughout the year related to Street Data:</u></p> <p><i>Teacher Efficacy Data</i> (monitored by BLT)</p> <ul style="list-style-type: none"> • Do most teachers agree that: (1) they understand the Science of Reading; (2) they understand how our materials should be used; and (3) feel confident in their ability to plan and deliver strong reading instruction with our curriculum materials? • Do most teacher agree that our building professional learning (1) feels aligned to our Equity Imperative; (2) is relevant to their work; and (3) is immediately actionable for their instruction? <p><i>Sense of Belonging Data</i></p> <p>Do our interviews with Focal Students indicate that many/most are improving in their sense of belonging and interest in reading classes?</p> <p><i>Curriculum Implementation Data</i></p> <ul style="list-style-type: none"> • To what extent are we implementing our new reading materials with integrity?



Sustainability

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Priority: Engage students and stakeholders in the design and implementation of an environmental sustainability plan.

Goal: Enatai is aligning our sustainability goal with United Nations Sustainability Goal 12: Responsible Consumption and Production. We will improve our current levels of consumption through the continuation of our school food share program that gives people access to nutritious food through the redistribution of excess or unwanted food, as well as increasing our awareness and education around sustainable consumption.



Actions:

1. Continue to donate excess or unwanted food to Hopelink with the help of our family volunteers
2. Reduce food waste in our cafeterias through education and awareness, by posting student-friendly messages in the cafeteria reminding students of our sustainability work

Monitoring and Measuring Success:

- Monitoring of “Foodcycle” and donated foods.
- Weighing/measuring food in the “Foodcycle” for comparison over time.

Goal 2: Engage Student Leaders

Enatai Leaders will engage with 5th grade classrooms to raise awareness around the District’ Sustainability work, and to offer opportunities for students to play an active part in either communication with the Enatai community or designing their own sustainability project

Actions:

1. Meet with 5th grade classrooms; share about the District’s Sustainability Initiative and ask if any 5th grade student would like to play a leadership role in supporting this initiative
2. Provide two options for interested 5th grade students
 - a. Guest write a message in our Weekly Family Newsletter which advertises our Sustainability Initiative and recommends actions that can be taken at home
 - b. Design and lead their own sustainability initiative on campus



A Note About Data

A variety of data sources are utilized to measure learning and success on goals. District leaders have worked with renowned educator, consultant, and author Shane Safir, on various sources for measuring learning and educational goals. In her work on educational equity and data-informed decision making, the terms "Street data," "Satellite data," and "Map data" refer to different types of information that provide varying perspectives on student learning and school improvement.

Street Data

"Street data" refers to qualitative, ground-level information that is gathered from direct interactions with students, families, and educators. This type of data is rich in context and personal experiences, often collected through empathy interviews, focus groups, observations, and other narrative methods. Street data captures the lived experiences, voices, and stories of those within the school community, offering deep insights into the nuances of school culture, student engagement, and individual learning journeys. It emphasizes the importance of understanding the human side of education and using this understanding to drive meaningful change.

Satellite Data

"Satellite data" represents quantitative, high-level information that provides a broad overview of school or district performance. This type of data includes standardized test scores, graduation rates, attendance figures, and other traditional metrics commonly used to assess academic achievement and operational efficiency. Satellite data offers a macro perspective, allowing educators and policymakers to identify trends, compare performance across different schools or districts, and make data-driven decisions at a systemic level. However, it often lacks the contextual depth needed to understand the underlying causes of these trends.

Map Data

"Map data" bridges the gap between street data and satellite data by providing a middle layer of information that combines both qualitative and quantitative elements. This type of data includes school climate surveys, formative assessments, student work samples, and other tools that offer a more detailed and contextualized view of student learning and school environments. Map data helps educators and leaders to connect the broad patterns observed in satellite data with the specific insights gained from street data, facilitating a more holistic and nuanced approach to school improvement and student support.

By integrating street data, satellite data, and map data, educators can develop a comprehensive understanding of their schools and communities, leading to more effective and equitable educational practices.



Satellite Data: Student Well-Being

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Student Well-Being

				Sense of Belonging (Grades 3-5)		Student Engagement (Grades 3-5)	
Student Groups				Spring 2024	Spring 2025	Spring 2024	Spring 2024
All Students	69%		74%				
Asian	63%		71%				
Black/African American	*		*				
Hispanic	69%		69%				
Multi-ethnic	75%		81%				
Native American	*		*				
Pacific Islander	*		*				
White	71%		73%				
Students with Disabilities	65%		69%				
English Learners				71%		65%	
Low Income				60%		67%	



Satellite Data: Literacy

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The Smarter Balanced Assessment (SBA) is a state-required test used as one measure of students' proficiency in English Language Arts (ELA) and mathematics. The Smarter Balanced Assessment is aligned with the Common Core State Standards, utilizing computer-based tests and performance tasks.

Grade 3: Percentage of students meeting or exceeding standards on SBA English Language Arts									
Student Groups					Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grade 3	77%	60%	61%	71%					
Asian	92%	63%	48%	78%					
Black	*	*	*	*					
Hispanic	*	36%	*	*					
Multi-Ethnic	86%	*	*	67%					
Native American	*	n/a	n/a	n/a					
Pacific Islander	n/a	n/a	n/a	n/a					
White	74%	64%	79%	81%					
Low Income	50%	*	*	57%					
English Learners					50%	0%	22%	54%	
Students with Disabilities					*	*	0%	*	

Grade 4: Percentage of students meeting or exceeding standards on SBA English Language Arts									
Student Groups					Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grade 4	72%	68%	71%	64%					
Asian	84%	70%	69%	74%					
Black	*	*	*	*					
Hispanic	*	*	40%	20%					
Multi-Ethnic	87%	70%	*	86%					
Native American	n/a	n/a	n/a	n/a					
Pacific Islander	n/a	n/a	*	n/a					
White	64%	79%	80%	71%					
Low Income	36%	42%	*	29%					
English Learners					17%	*	23%	26%	
Students with Disabilities					*	*	36%	21%	

Grade 5: Percentage of students meeting or exceeding standards on SBA English Language Arts

Student Groups					Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grade 5	79%	78%	75%	72%					
Asian	87%	88%	81%	81%					
Black	*	*	*	*					
Hispanic	20%	50%	40%	42%					
Multi-Ethnic	*	*	80%	80%					
Native American	*	n/a	n/a	n/a					
Pacific Islander	n/a	n/a	n/a	*					
White	86%	82%	89%	74%					
Low Income	45%	*	43%	33%					
English Learners					*	*	*	8%	
Students with Disabilities					*	*	*	53%	



Satellite Data: Math

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Grade 3: Percentage of students meeting or exceeding standard on SBA Math

Student Groups					Spring 2019	Spring 2022	Spring 2023	Spring 2024*	Spring 2025
All Grade 3	76%	60%	60%	69%					
Asian	88%	69%	68%	58%					
Black	*	*	*	*					
Hispanic	*	27%	*	*					
Multi-Ethnic	79%	*	*	75%					
Native American	*	n/a	n/a	n/a					
Pacific Islander	n/a	n/a	n/a	n/a					
White	74%	68%	70%	88%					
Low Income	56%	*	*	64%					
English Learners					43%	0%	41%	33%	
Students with Disabilities					*	*	10%	*	

Grade 4: Percentage of students meeting or exceeding standard on SBA Math

Student Groups					Spring 2019	Spring 2022	Spring 2023	Spring 2024*	Spring 2025
All Grade 4	71%	70%	66%	69%					
Asian	92%	85%	83%	82%					
Black	*	*	*	*					
Hispanic	*	*	40%	18%					
Multi-Ethnic	87%	60%	*	93%					
Native American	n/a	n/a	n/a	n/a					
Pacific Islander	n/a	n/a	*	n/a					
White	58%	79%	69%	75%					
Low Income	40%	42%	*	32%					
English Learners					45%	*	25%	41%	
Students with Disabilities					*	*	18^	26%	

Grade 5: Percentage of students meeting or exceeding standard on SBA Math

Student Groups					Spring 2019	Spring 2022	Spring 2023	Spring 2024*	Spring 2025
All Grade 5	74%	70%	62%	59%					
Asian	96%	88%	81%	81%					

Black	*	*	*	*	
Hispanic	30%	33%	10%	31%	
Multi-Ethnic	*	*	60%	60%	
Native American	*	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	*	
White	72%	71%	79%	63%	
Low Income	27%	*	14%	18%	
English Learners					* * * 8%
Students with Disabilities					* * * 37%



Satellite Data: Attendance

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Regular school attendance is essential for high school students' success and future opportunities. Consistent attendance is linked to better academic performance, higher graduation rates, and greater career prospects, making it a critical component of a successful high school experience.

Attendance- % of Students Attending School Regularly (at school 90% of the time)

Student Groups	18-19 School Year (pre-pandemic)	23-24 School Year	2024- 25 School Year
All students	93%	84%	
Asian	95%	88%	
Black	100%	84%	
Hispanic	80%	67%	
Multi-ethnic	91%	89%	
Native American	*	n/a	
Pacific Islander	n/a	*	
White	95%	84%	
Students with Disabilities	87%	80%	
English Learners	85%	77%	
Low Income	80%	66%	