Overview

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

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

Educational Priorities:
- Authentic **R**elationships
- Culturally **R**elevant Instruction
- **R**igorous Standards Based Instruction

What is unique about Enatai Elementary School?
- K-5 Inclusive Practices Pilot School
- Inclusive Preschool Program
- Seattle University Partner School: Undergraduate Elementary Teaching Program (EDLS)
- Achievement Network Partner School

See Appendix for School Profile

Affirm and Inspire
Student Well-Being

Strategic Plan Student Well-Being Goal: Students feel safe, affirmed, and inspired to achieve high levels of social-emotional well-being regardless of background.

Student Well-Being Priority: Sense of Belonging

Providing school and classroom environments where all students feel a sense of belonging can increase academic success and well-being. Schools have increased students' sense of belonging by engaging students in the conversation and in the creation and leading of strategies and improvements.

Sense of Belonging Measures and Targets

Increase percentage of students reporting a sense of belonging on the Panorama student survey from Spring 2022 to Spring 2023, with a reduction in subgroup disparities.

Panorama Survey School Climate Domain - Sense of Belonging Percentage Favorable (Grades 3-5)							
Student Groups	Fall 2017	Fall 2019	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Spring 2022 – Spring 2023 Change
All Students	72% (256)	75% (230)	77% (187)	71% (180)			
Asian	69% (59)	66% (66)	77% (51)	71%			
Black	*	*	64% (8)	86%			
Hispanic	78% (22)	81% (17)	74% (30)	76%			
Multi-ethnic	74% (24)	72% (29)	74% (20)	70%			
White	72% (93)	80% (107)	80% (78)	69%			
Students with Disabilities	66% (19)	66% (15)	67% (18)	69%			
English Learners	62% (41)	70% (30)	69% (27)	69%			
Low Income	73% (54)	73% (33)	70% (33)	72%			

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

Data Reflection

The data from 2017 to 2021 highlights that for many groups of students, there was an increase in sense of belonging at Enatai Elementary School. In the time between Fall 2021 and Spring 2022, there was a significant decrease in the sense of belonging overall, specifically among our Asian and White identifying students.

Key factors that we believe contributed to this overall growth include:

- Increased use of restorative practices both inside and outside of the classroom.
- Shifted to include collective, community rewards in addition to an individualized acknowledgment system.
- Implemented classroom conversations to unpack what it means for students to feel a sense of belonging.
- Utilized Culturally Responsive Classroom Libraries (from BSF) to support student identity and sense of belonging.
- Reviewed school data collaboratively.
    - Equity & Inclusion team partnered with Positive Behavior Interventions and Support (PBIS) team to revise school practices based on this data.

In reflecting on the 2021-22 school year, we believe the following factors contributed to nearly meeting our goal across all subgroups and with all students:

- Strong partnership between school counselor and Jubilee Site Coach to engage students in activities and provide individual check-ins and support as needed.
- Recess structure supported safe and inclusive play.
- GSAs assigned to support specific grade levels. This allowed the opportunities for GSAs to build strong relationships with students in their assigned grade level. As a team they supported all students.
- Building coaches (ITCL, MLL Facilitator, Reading Specialist) worked with each classroom through literature and GLAD strategies to promote sense of belonging within the classroom and the school environment.

While we saw a decrease in the overall sense of belonging from Fall 2021 - Spring 2022, our school team did identify through the data that students of color showed an increase in their sense of belonging at Enatai with the exception of our Asian identifying population. Our staff continues to focus on recognizing and acknowledging a variety of cultural identities and how those factors impact the day-to-day routines and schedules of students and families within our learning community.

Key Strategies / Adjustments

Continuing Strategies/Adjustments

- Utilize whole school SEL lessons in addition to BSD's common SEL curriculum to support student sense of belonging including greater incorporation of student identity.

New Strategies/Adjustments

•	Provide opportunities throughout the school day for students to be recognized for displaying the positive personal standards of: Show respect, Make good decisions, and Solve problems. Students have the opportunity to be recognized by all staff members using Enatai's Eagle of the Day tickets.
•	Facilitate whole group restorative conversations when conflict arises within the classroom by school counselor.
•	Develop opportunities for positive play at recess with multiple grade levels including problem solving. Students and GSAs meet to solve problems at the Problem-Solving Station to discuss peer conflicts. This information is shared with the Jubilee Site Coach, classroom teacher, and counselor for follow-up.
•	Provide each classroom, PreK - 5, an Emotional Regulation Strategy resource (including all specialists) that includes opportunities for students to name their emotions and what they need to develop better attention, learning, decision-making, building positive relationships, and better health and well-being.

Student Well-Being Priority: Social-Emotional Learning

Many students experienced isolation during the pandemic, with few opportunities to interact in-person socially. While there was much joy in the return to in-person learning last year, the learning environment was not the same as pre-pandemic years and required many health measures, such as masking and distancing to prevent the spread of COVID which continued to impact students' well-being and social emotional learning. Social-emotional learning has taken front stage in terms of student needs and will continue to be a high priority this year. Most evident is the need for embedded SEL in all classrooms, while also providing specific time and space for SEL lessons. Our universal (tier 1) social emotional learning curriculum encompasses the five CASEL competencies: self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making.

Social-Emotional Learning Measures and Targets							
Increase social-emotional competencies from Fall 2022 to Spring 2023.							
Grades 3-5: Panorama Social-Emotional Learning Survey							
Social Emotional Competency	Fall 2020 (n=191)	Spring 2021 (n=118)	Fall 2021 (n=189)	Spring 2022 (n=181)	Fall 2022	Spring 2023	Spring 2022 – Spring 2023 Change
Self-Management	79%	81%	77%	76%			
Social Awareness	75%	74%	75%	70%			
Self-Efficacy	65%	64%	61%	64%			
Emotional Regulation	59%	59%	58%	50%			
Data Reflection							

We believe the following factors contributed to our school data in the four sub-categories of social emotional competency:

- Taught SEL common curriculum and provided opportunities for reviewing and relearning skills and strategies to support social emotional skills throughout the school year.

- Engaged students in activities and provided individual check-ins and support as needed through a strong partnership between school counselor and Jubilee Site Coach.

- Utilized small groups to build relationships between teachers-students and students-students.

- Structured recess to support restorative conversations at the Problem-Solving Station.

- Partnered with PTSA to bring awareness and provided resources to support student anxiety and mental health.

We continue to provide a school structure for the 2022-23 school year that involves PreK-5th students participating in Social and Emotional learning processes where students build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and in life. We believe educating the whole child, specifically Social Emotional Learning, must be part of the overall support and instruction throughout the school day. We believe that the structures that we are implementing daily will provide students the necessary opportunities to continue to grow in their social and emotional development.

By consistently and intentionally creating time for relationship building while also supporting students to develop SEL skills throughout the school day, we believe students will continue their Social Emotional Learning growth in the following areas of self-awareness, self-management, self-efficacy, social awareness, social management, and social engagement.

Key Strategies / Adjustment

Continuing Strategies/Adjustments

- Continue to utilize whole school SEL lessons beyond BSD's common SEL curriculum to support student sense of belonging including incorporating student identity and building students' emotional regulation strategies.

- Review quarterly student social-emotional and school discipline data to determine Tier 1 instructional needs and program adjustments by the Positive Behavior Interventions and Support (PBIS) team.

- Utilize specific praise to increase desired student behaviors. This includes, but is not limited to: classroom reward systems, the Enatai specialist star (positive reinforcement/feedback) system, and Outstanding Eagle acknowledgments. For the 2022-23 school year, we have increased our focus on collective, school-wide rewards for demonstrating pro-social and emotional skills.

- Continue to support students' SEL skill development utilizing Tier 1, Tier 2, and Tier 3 instruction and interventions.

New Strategies/Adjustments

- Utilize student pre-intervention survey data, K-5, in partnership with data sources generated by adults to determine student needs and the type of support needed (Tier 1, Tier 2, and/or Tier 3).

Learn and Thrive
Academic Success

Strategic Plan Academic Success Goal: Students achieve high levels of academic success, and outcomes are not predicted by race or income.

Academic Success Priority: Literacy

Transitioning from a balanced literacy model to a structured reading model will be Enatai Elementary's top priority in literacy instruction, with professional development and support provided to all K-5 educators to implement instruction aligned to science of reading research and evidence-based interventions.

| English Language Arts Growth and Proficiency Measures						
Increase percentage of students in grades 3-5 meeting or exceeding proficiency standards in literacy and making typical or high growth in literacy from Fall 2022 to Spring 2023, with a focus on equitable outcomes for subgroups.						

Subgroup	Grades 3-5: Star Reading Proficiency and Growth					
	Star Reading % Proficient			Star Reading % Typical/High Growth		
	Spring 2021	Spring 2022	Spring 2023	Fall 2020-Spring 2021	Fall 2021-Spring 2022	Fall 2022-Spring 2023
All	**71% (206)**	**71% (195)**		71% (202)	78% (185)	
Asian	82% (72)	82% (55)		70% (71)	75% (51)	
Black	*	*		*	*	
Hispanic	41% (17)	36% (28)		81% (16)	88% (26)	
Multi-Ethnic	71% (24)	88% (24)		79% (24)	64% (22)	
White	72% (88)	74% (81)		70% (86)	78% (79)	
Low Income	31% (26)	26% (31)		60% (25)	77% (35)	
English Learner	20% (25)	11% (28)		61% (23)	88% (25)	
Students with Disabilities	53% (17)	35% (23)		65% (17)	77% (22)	
Female	73% (104)	70% (91)		76% (102)	77% (87)	
Male	69% (102)	72% (104)		65% (100)	79% (98)	
Advanced Learning	97% (31)	93% (15)		70% (30)	87% (15)	
Traditional	66% (175)	69% (180)		71% (172)	77% (170)	
Grade 3	68% (69)	66% (68)		67% (66)	76% (63)	
Grade 4	73% (70)	69% (61)		77% (70)	81% (59)	
Grade 5	72% (67)	79% (66)		68% (66)	76% (63)	

Data Reflection

 Our greatest success was increasing the number of students who had typical or high growth in reading – specifically the fact that sub-groups that have historically not met benchmark are exceeding the percentage of all students with typical or high growth. The 2021-22 school year focused on the implementation of a new MTSS process resulting in four intervention cycles from October 2021 through May 2022. Interventions were developed specific to each grade level. The higher levels of student growth reflect staff and families partnering together to figure out the unique instructional needs of students and engaging in specific learning activities as either a whole class and/or in small groups that addressed gaps in foundational reading skills.

In first grade and kindergarten, teachers placed an increased emphasis on the explicit and systematic instruction of phonemic awareness and phonics. This new emphasis on foundational reading skills partnered with the past-practice of using of high-quality, rigorous text in read alouds resulted in significant growth in kindergarten and 1st grade readers, both in proficiency and growth levels as indicated by our Beginning of the Year (BOY) to End of Year (EOY) reading data as measured both by DIBELS and TRC (text reading comprehension).
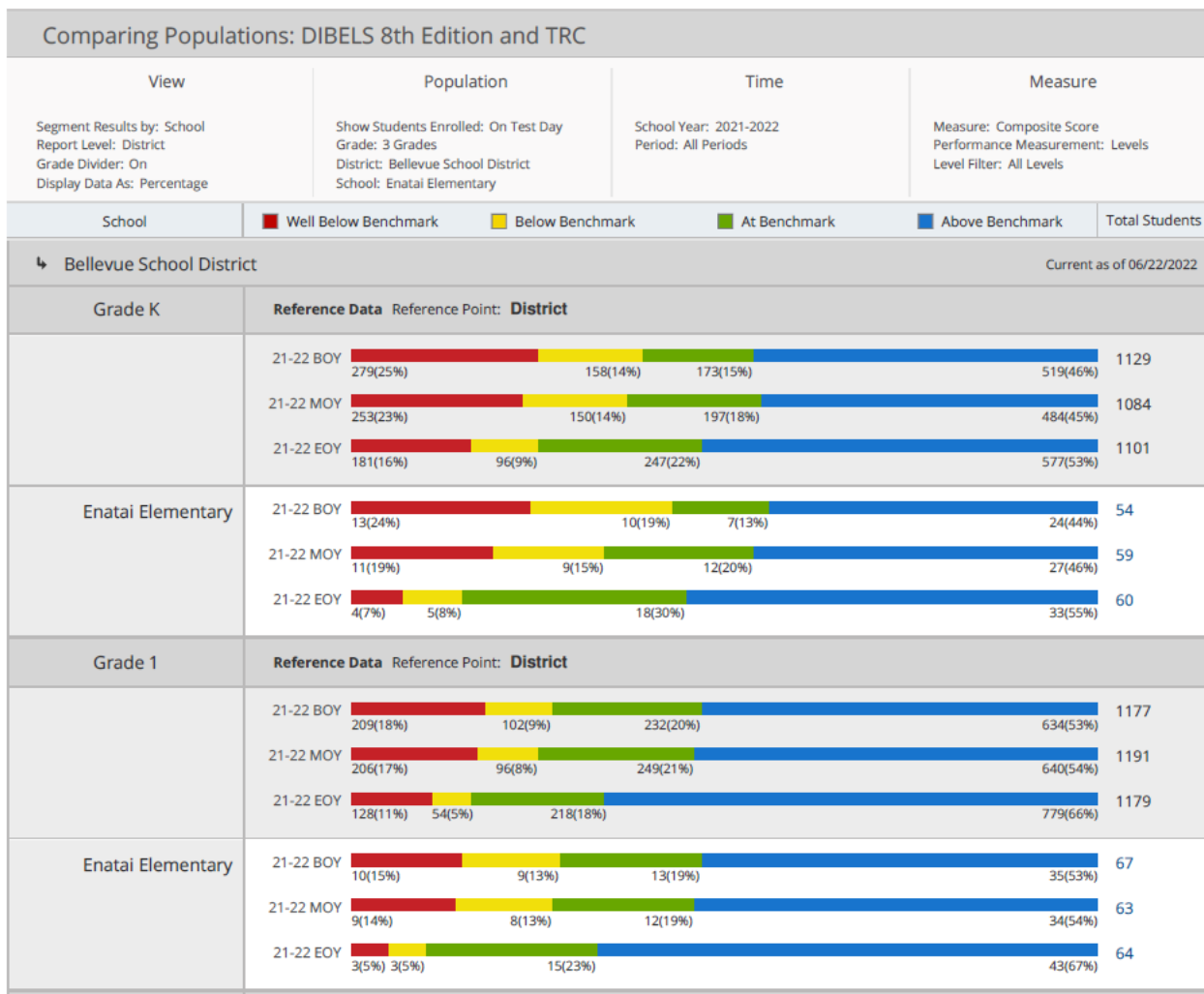
The above data table compares Enatai's DIBELS growth in grades K and 1st through each of the three benchmark assessment periods while also showing the Bellevue School District's data as a whole for these two grade levels. In both kindergarten and first grade BOY, Enatai's data closely resembles the composite data for the whole district.

However, by the End of Year benchmark data, Enatai's DIBELS data shows a significant increase in students meeting or exceeding the end of year grade level benchmark in comparison to the composite of the entire district.

A similar pattern is seen in the Text Reading Comprehension (TRC) data comparing Enatai and the Bellevue School District composite over the course of the year, Beginning of the Year to End of Year.

Comparing Populations: DIBELS 8th Edition and TRC

View	Population	Time	Measure
Segment Results by: School Report Level: District Grade Divider: On Display Data As: Percentage	Show Students Enrolled: On Test Day Grade: 3 Grades District: Bellevue School District School: Enatai Elementary	School Year: 2021-2022 Period: All Periods	Measure: TRC Proficiency Level Performance Measurement: Levels Level Filter: All Levels

Legend: ■ Far Below Profici... ■ Below Proficient ■ Proficient ■ Above Proficient ■ No Proficiency Le... | Total Students

Bellevue School District — Current as of 06/22/2022

Grade K — Reference Data Reference Point: **District**

	Far Below	Below	Proficient	Above	Total
21-22 BOY	164(18%)	101(11%)	323(37%)	301(34%)	889
21-22 MOY	251(26%)	200(21%)	125(13%)	381(40%)	957
21-22 EOY	184(18%)	111(11%)	308(31%)	392(40%)	995

Enatai Elementary

	Far Below	Below	Proficient	Above	Total
21-22 BOY	7(13%)	7(13%)	26(48%)	14(26%)	54
21-22 MOY	16(27%)	9(15%)	12(20%)	22(38%)	59
21-22 EOY	8(13%)	6(10%)	21(35%)	25(42%)	60

Grade 1 — Reference Data Reference Point: **District**

	Far Below	Below	Proficient	Above	Total
21-22 BOY	199(21%)	116(12%)	235(24%)	420(43%)	970
21-22 MOY	214(20%)	132(13%)	206(20%)	494(47%)	1046
21-22 EOY	175(17%)	119(11%)	123(12%)	618(60%)	1035

Enatai Elementary

	Far Below	Below	Proficient	Above	Total
21-22 BOY	16(24%)	6(9%)	10(15%)	34(52%)	66
21-22 MOY	11(17%)	7(11%)	14(22%)	31(50%)	63
21-22 EOY	8(13%)	5(8%)	9(14%)	42(65%)	64

While the difference is not as dramatic in the TRC data as compared to the DIBELS data, we would expect the DIBELS growth to precede the TRC growth as students internalize and then apply their foundational reading skills to text reading and comprehension.

Lastly, staff have continued to utilize Lexia as a support to complete unfinished learning in reading and have communicated with families to establish goals about how many units individual students needed to complete. At the intermediate grades, this has been a critical tool to identify learning gaps and provide instruction to fill those gaps.

In the 2022-23 school year Enatai's literacy efforts will build upon last year by:

- Building staff knowledge of the Simple View of Reading:

- - Word Recognition **X** Language Comprehension = Reading Comprehension
- Continue implementing explicit, systematic phonological instruction in support of the Word Recognition "factor" in the Simple View of Reading equation.
- Develop understanding of language comprehension across grades levels, K-5, and implement Tier 1 instruction to address grade level language comprehension.
- Continue implementation of Enatai's MTSS structure with a focus on progress monitoring within cycles and adjusting interventions in response to ongoing data collection.
- Utilize Lexia to fill gaps of unfinished learning both in foundational reading skills as well as comprehension as we continue our work with the Achievement Network – ensuring that our students are engaging with rigorous, complex grade level texts.

Key to this work – both in the primary and intermediate grades – will be continuing to center our instruction on students who have historically not made typical or high growth and/or reached grade level standard – ensuring students have access points into text and instruction that support engagement and deep learning.

Key Strategies
- Implement reading instruction consistent with the simple view of reading   - Support staff with professional learning and classroom support in transition from a balanced literacy model to structured reading
Continued implementation and refinement of MTSS system with a focus on progress monitoring to make adjustments mid-cycle
Continued partnership with the Achievement Network. This partnership supports student engagement with and comprehension of complex, grade level text, with a particular focus on providing students not yet at grade level access points.

Academic Success Priority: Math Proficiency

Math Proficiency and Growth Measures

Increase percentage of students in grades 3-5 meeting or exceeding proficiency standards in math, and making typical or high growth in math from Fall 2022 to Spring 2023, with a focus on equitable outcomes for subgroups.

Subgroup	Grades 3-5: Star Math Proficiency and Growth					
	Star Math % Proficient			Star Math % Typical/High Growth		
	Spring 2021	Spring 2022	Spring 2023	Fall 2020-Spring 2021	Fall 2021-Spring 2022	Fall 2022-Spring 2023
All	**62% (203)**	**60% (194)**		**67% (199)**	**70% (182)**	
Asian	75% (72)	71% (56)		65% (71)	73% (52)	
Black	*	*		*	*	
Hispanic	24% (17)	26% (27)		47% (17)	69% (26)	
Multi-Ethnic	83% (23)	67% (24)		74% (23)	65% (20)	
White	58% (85)	66% (80)		72% (83)	69% (77)	
Low Income	26% (27)	18% (28)		50% (26)	67% (33)	
English Learners	24% (25)	15% (27)		48% (23)	68% (25)	
Students with Disabilities	19% (16)	9% (22)		50% (16)	55% (20)	
Female	61% (104)	57% (92)		70% (102)	71% (87)	
Male	64% (99)	64% (104)		64% (97)	68% (95)	
Advanced Learning	97% (31)	93% (15)		90% (30)	60% (15)	
Traditional	56% (172)	58% (179)		63% (169)	71% (167)	
Grade 3	60% (68)	52% (66)		62% (66)	61% (59)	
Grade 4	60% (68)	66% (59)		63% (67)	67% (57)	
Grade 5	66% (67)	64% (69)		76% (66)	80% (66)	

Data Reflection

During the 2021-22 school year, we slipped slightly in our proficiency and grew in our growth data, particularly our sub groups of students with the lowest proficiency rates. Across nearly all subgroups, our proficiency scores dropped. Our one exception was our students identifying as Hispanic where we had an increase in proficiency. For growth, most of our subgroups with the exception of students who identify as white or multi-racial saw an increase in the number of students who had typical or high growth. Most notably, the percentage of students with average or high growth who identify as:

- Hispanic grew from 47% to 69%
- From low-income homes grew from 50% to 67%
- Multi-lingual learners grew from 48% to 68%

In seeking to understand our mixed results in math, Enatai educators believe that growth for students can be attributed to new core curriculum that emphasizes deeper conceptual knowledge. Additionally, identification of unfinished learning and providing learning opportunities to complete this learning aided student growth in mathematics.

Unique challenges of the 2021-22 school year impacted the gains made by students. Educators noted that when students returned to full-day in-person learning, the challenge of teaching and learning key grade level concepts in math as well as developing procedural fluency with grade level facts in the online setting of the previous year and a half, impacted students' ability to fully access the grade level curriculum. Significant unfinished learning impacted student proficiency rates. Much of the unfinished learning centered around procedural fluency which impacted students' ability to engage in deeper conceptual learning. As noted previously, identifying unfinished learning from the previous year and a half and working to complete that learning while moving forward in grade level learning fostered high levels of growth, which if continued, will result in higher levels of proficiency.

For the 2022-23 school year, continued growth of educator curriculum knowledge will support higher levels of student learning as teachers have a full picture of the year as well as an awareness of the necessary student background knowledge needed to master concepts and skills in each unit. Educators at Enatai Elementary will use our grade level professional learning communities (PLCs) to:

- Analyze and utilize formative and summative assessments to guide instructional decisions and deepen knowledge of how student knowledge grows over and across units

- Refine use of math centers to improve students' procedural fluency

- Utilize mathematical language routines (MLRs) embedded in the curriculum to increase students' ability to articulate their mathematical reasoning

Additionally, our continued partnership with the Achievement Network (ANET) will support our development and implementation of professional learning for educators to engage in and/or implement the bulleted strategies above.

By focusing on these key aspects of the Illustrative Mathematics program, we can increase the number of students meeting grade level standards and show typical and/or high levels of growth.

The new math curriculum challenges previously held notions of what it means to be "good" at math. With a focus on 21st century skills such as explaining reasoning and working both independently and collaboratively to build mathematical knowledge, mathematics has new layers of complexities that simultaneously support student learning while also challenging their learning process.

Key Strategies
• Utilize formative and summative assessments within the curriculum to guide instructional decision making. This strategy focuses on backwards mapping in each unit from the summative assessment to understand key learnings throughout the unit necessary for students to demonstrate mastery of grade level standards.
• Develop and implement professional learning focused on utilizing assessment data for instructional planning through our ANET partnership that will support educators in their implementation of Illustrative Mathematics.
• Utilize PLCs to support ongoing implementation of key levers within the Illustrative Mathematics curriculum: use of "low floor, high ceiling" learning activities that provide numerous entry points for students, implementing mathematical language routines to increase student dialogue and promote mathematical reasoning, and utilizing mathematical center activities to build procedural fluency.

Family Engagement

Strategic Plan Family Engagement Goal: Families, particularly those who have been traditionally marginalized, are more informed, better able to find support, and are more empowered to contribute to student success.

Family Engagement Priority: Inform, Support, and Empower

Family and Community Engagement will continue to center on three priority objectives:

- **Informed:** A BSD family is informed when they can understand the academic and developmental expectations for their student and knows how to navigate the school system, where to find school-related information and obtain academic, health and wellness services.
- **Supported**: A BSD family is supported when they can utilize the systems within the district to serve their student's unique needs, strengths, and circumstances.
- **Empowered**: A BSD family is empowered when they can use their individual or their community's collective voice to advocate for student needs to be more equitably identified, answered, and solved, often through the definitive reallocation or redistribution of financial and/or other resources.

<table>
<tr><td colspan="10" style="background:red;color:white">Priority Family Engagement Measures and Targets</td></tr>
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Increase percent of families reporting they feel informed, supported, and empowered to contribute to their student's success.

Family Subgroups	Percentage of Favorable Responses on Family Engagement Survey								
	Informed			**Supported**			**Empowered**		
	Spring 2021	Spring 2022	Spring 2023	Spring 2021	Spring 2022	Spring 2023	Spring 2021	Spring 2022	Spring 2023
All Students	51% (177)	59% (117)		52% (176)	62% (117)		48% (176)	66% (117)	
Asian	58% (66)	59% (30)		59% (66)	62% (30)		59% (66)	73% (30)	
Black	*	*		*	*		*	*	
Hispanic	44% (11)	54% (14)		51% (11)	64% (14)		53% (10)	66% (14)	
Multi-ethnic	38% (20)	68% (16)		25% (20)	67% (15)		39% (20)	71% (16)	
White	47% (75)	57% (55)		51% (75)	60% (55)		40% (75)	60% (55)	
Students with Disabilities	56% (17)	67% (7)		51% (17)	52% (7)		30% (17)	62% (7)	
English Learners	59% (34)	67% (23)		58% (34)	71% (23)		57% (34)	82% (23)	

Low Income	*	79% (16)		*	83% (16)		*	89% (16)	

At Enatai Elementary School, we increased in the percentage of favorable responses in every parent category from Spring 2021 to Spring 2022. This can be attributed to a return to in-person schooling after a year of remote and hybrid learning. In our historically marginalized parent population groups, we have some of our most favorable responses with our families identified as low income experiencing the highest rates of feeling informed, supported, and empowered. Our improvement across all three areas, we believe, can be attributed to the in-person opportunities over the course of the school year. Families had opportunities to meet in person with staff, be present in the school, and engage in community gatherings (in the latter parts of the year) which helped re-establish normalcy at school.

Key Strategies / Adjustment

- Engage families in ongoing dialogue, e.g. round table sessions virtually or in-person, 1:1 feedback opportunities, to create ongoing feedback loops with our community at both a school and classroom level.
  - Engage groups in listening opportunities quarterly.
  - Utilize feedback from Enatai's Family Engagement Specialist to review and adapt, as needed, Enatai's systems of support for families.
  - Share learnings from listening opportunities, discussion groups, and Family Engagement Specialist, with leadership teams to execute necessary changes within the school community.

- Partner with feeder pattern schools and Hopelink Place case managers monthly to support family-school relationship with residents at Hopelink Place.

- Partner with PTSA to establish and implement community engagement opportunities.
  - Implement new family engagement opportunities based on changing needs of school.
  - Host a Literacy Night around the Science of Reading Strategies.
  - Support the return of PTSA events and partner with PTSA to gain participation from across our diverse community.
  - Support the participation of historically marginalized families in school events with personalized approaches.

- Utilize various technologies to support communication with families in their first language including but not limited to: Translation support within email communication and school website, Language Line translation for phone and Teams calls, Talking Points app for text messaging in first/preferred language.

Creators of Their Future World

Strategic Plan Goal: Students effectively problem solve and lead for positive local and global change by developing global awareness and cultural competency, and learn advanced skills in processing and applying information through the effective use of technology and engineering.

PreK-12 education in the Bellevue School District will prepare each and every student to be a creator of their future world. The creator of their future world will think critically, problem solve collaboratively, communicate effectively, and take action for positive change of local and global issues.

The entry point or lever into this effort will be global competency. Global competence as defined by the Global Competence Task Force[1], is *the capacity and disposition to understand and act on issues of global significance.* These four domains further define global competency:

Global Competencies
1. **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.   2. **Recognize perspectives, others' and their own**, articulating and explaining such perspectives thoughtfully and respectfully.   3. **Communicate ideas effectively with diverse audiences**, bridging geographic, linguistic, ideological, and cultural differences.   4. **Take action to improve conditions**, viewing themselves as players in the world and participating reflectively.   *Mansilla 2012*

Priority Global Competency Targets
Shared Vision: Develop a shared vision and understanding of global competency within all members of our school community: staff, students, and family.

Key Strategies / Adjustment
- Introduce "Creators of Their Future World" to staff through Professional Learning Days.   - Focus on the 4 Domains of Global Competency   - Utilize local topics to provide educators an opportunity to engage in this type of learning   - Sustainability - examine sustainability features and practices at Enatai Elementary   - Embedded curriculum example - 4th grade - redesigning Factoria
- Introduce "Creators of Their Future World" to Enatai family community.   - Curriculum Night   - Principal Coffees   - PTSA Partnership
Provide students authentic opportunities to grow in the four global competency domains while also building knowledge about their world - both locally and beyond.

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[1] Global Competence Task Force—a group of state education agency leaders, education scholars, and practitioners—under the auspices of the Council of Chief State School Officers EdSteps initiative (CCSSO-EdSteps) and the Asia Society Partnership for Global Learning.

- Utilize community partnerships to explore and problem solve sustainability issues at Enatai Elementary
- Identify opportunities for students to engage in the global competency domains using existing curriculum and current event opportunities

Enatai Elementary School

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.
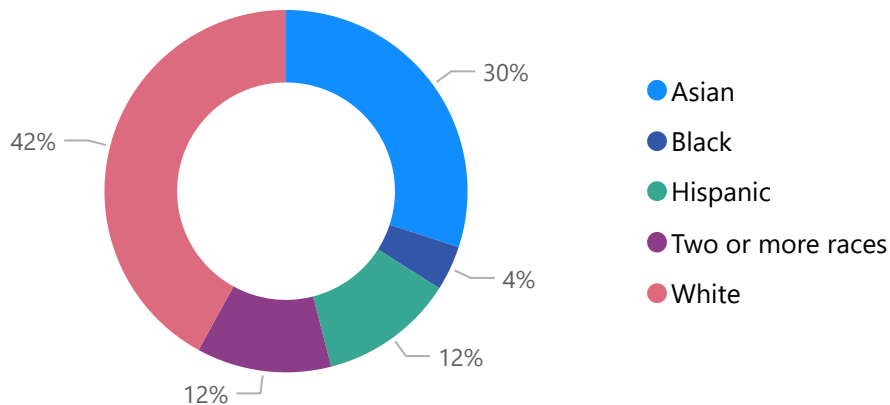
10700 SE 25th St.
Bellevue, WA 98004

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

Programs Offered

Inclusionary practices special education services, including preschool

Racial Diversity

- Asian — 30%
- Black — 4%
- Hispanic — 12%
- Two or more races — 12%
- White — 42%

School & Student Characteristics [1]

|	Enatai Elementary School	District Elementary Average [2]
Enrollment (10/1/2021)	379	435
Average Attendance Rate	93%	93%
Eligible for Free/Reduced Price Meals	13%	17%
Receiving Special Education Services	8%	8%
English Language Learners	21%	25%
First Language Other Than English	34%	44%
Mobility Rate [3]	14%	16%

Summary of Student Achievement

State Assessment Results for Grades 3-5 (Spring 2022)
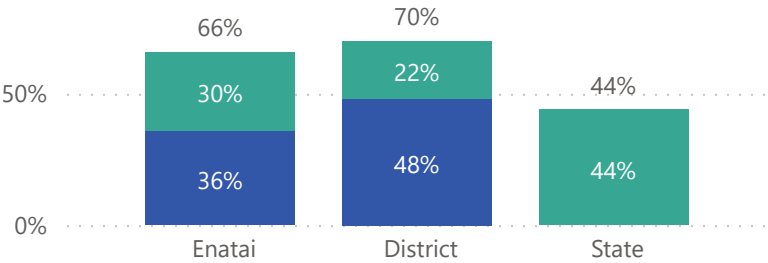Percentage of Students Meeting / Exceeding Standards

SBA: English Language Arts
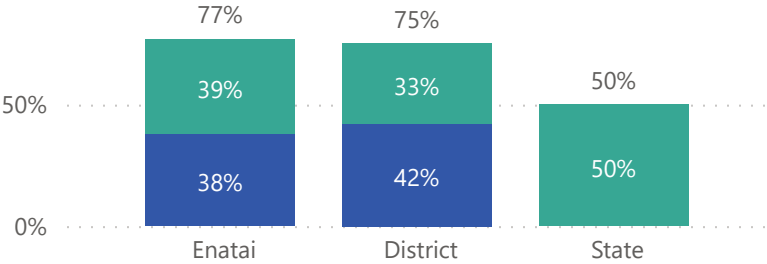● Exceeds Standards ● Meets Standards

	Enatai	District	State
Total	69%	73%	49%
Meets Standards	21%	22%	49%
Exceeds Standards	48%	51%	
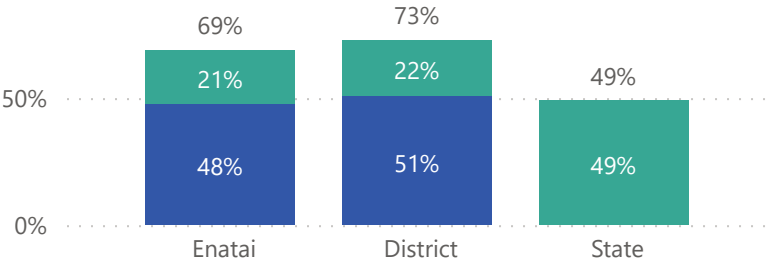
SBA: Math
● Exceeds Standards ● Meets Standards

	Enatai	District	State
Total	66%	70%	44%
Meets Standards	30%	22%	44%
Exceeds Standards	36%	48%	

WCAS: Science
● Exceeds Standards ● Meets Standards

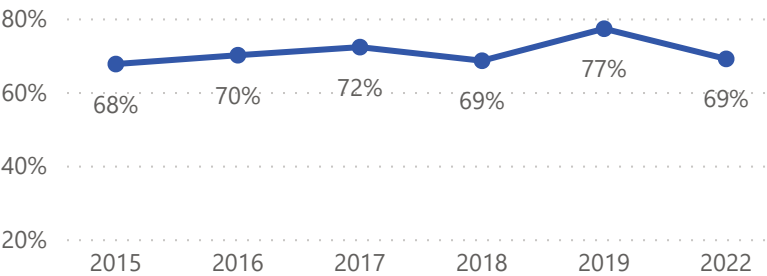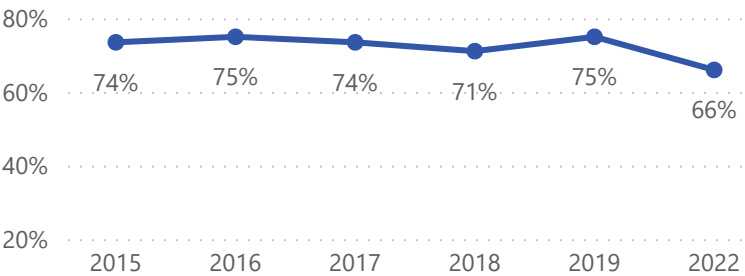|	Enatai	District	State
Total	77%	75%	50%
Meets Standards	39%	33%	50%
Exceeds Standards	38%	42%	

State Assessment Results for Grades 3-5
Percentage of Students Meeting Standards

SBA: English Language Arts

2015	2016	2017	2018	2019	2022
68%	70%	72%	69%	77%	69%

SBA: Math

2015	2016	2017	2018	2019	2022
74%	75%	74%	71%	75%	66%

WCAS: Science

2018	2019	2022
72%	72%	77%
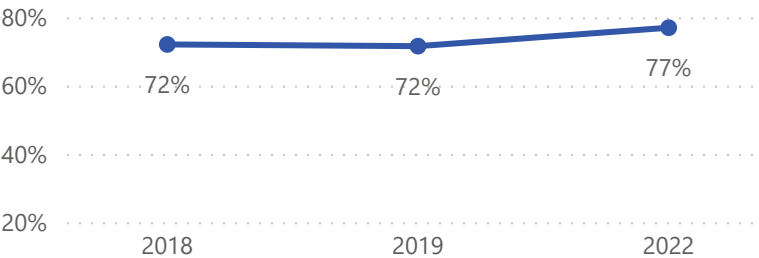
Glossary

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.

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 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, 2021 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."