



School Improvement Plan Newport High School 2022-23



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 Newport?

- A broad range of programs in academics, fine & performing arts, and Career & Technical Education.
- US News and World Report rated Newport #2 in the state and Top 200 School in the country.
- 47% of the class of 2018 volunteered more than 140 hours of community service, which is 3 times the district graduation requirement.

Inside:

- School Profile
- Affirm and Inspire
- Learn and Thrive
- Family Engagement



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 Percent Favorable (Grades 9-12)							
Student Groups	Fall 2017	Fall 2019	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Spring 2022 – Spring 2023 Change
All Students	60% (1,578)	62% (1,459)	63% (1,456)	62% (1,348)			
Asian	61% (607)	63% (794)	62% (829)	63%			
Black	44% (12)	*	61% (26)	62%			
Hispanic	61% (84)	60% (100)	60% (104)	55%			
Multi-ethnic	58% (72)	65% (122)	63% (138)	63%			
White	61% (355)	61% (417)	64% (352)	59%			
Students with Disabilities	64% (78)	60% (61)	62% (72)	59%			
English Learners	59% (74)	59% (63)	65% (79)	64%			
Low Income	56% (192)	55% (122)	63% (162)	62%			

*Data suppressed due to small group size, to protect student privacy.

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

Data Reflection

Over the last few years, our sense of belonging data has been static between 60 and 63%. To continue to serve students at the whole school level, we will continue to implement strategies that have been successful in the past. We will measure student efficacy for 9th – 12th grade using the fall and spring Panorama survey data. To learn more deeply, we are going to target our 10th grade class who, historically, have shown a decrease in sense of belonging. We believe that this can be attributed to both a loss of LINK Crew transition support and transfer students entering Newport for the first time. We hope that through our work with 10th graders, we will discover strategies that will support their improved sense of belonging.

Key Strategies / Adjustments

- To build efficacies for all students, we will use PRIDE to develop positive relationships with students by engaging in varied activities, such as classroom check-ins, soliciting from and building upon students' interests, passions and desires, calling them by name, acknowledging and building upon their strengths, etc.

<ul style="list-style-type: none"> To build efficacies for all students, we will co-create the school-wide communications two times a month by students and staff, celebrating and recognizing student groups within our school community.
<ul style="list-style-type: none"> To build efficacies for all students, we will showcase student clubs and activities with a focus on outreach to our affinity-based clubs.
<ul style="list-style-type: none"> Facilitate focus groups with 10th grade students to gain a better understanding of what contributed to their sense of belonging and use a PLC framework to continuously monitor progress and adjust accordingly.

Student Well-Being Priority: Social-Emotional Learning

With so much change over the past few years, student experienced a variety of challenges making social-emotional health a priority to set the stage for learning. In addition to having school-wide support provided by counselors, mental health teams, and outside agencies, teachers play the most critical role in utilizing SEL strategies in the classroom. 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 9-12: Panorama Social-Emotional Learning Survey							
Social Emotional Competency	Fall 2020 (n=1410)	Spring 2021 (n=994)	Fall 2021 (n=1367)	Spring 2022 (n=1,370)	Fall 2022	Spring 2023	Spring 2022 – Spring 2023 Change
Self-Management	79%	74%	77%	76%			
Social Awareness	74%	72%	73%	74%			
Self-Efficacy	43%	45%	44%	51%			

Data Reflection

Self-Efficacy is the area where we need to develop student skills as a school. Specifically, we see that the sub-questions guiding our work were about student sense of confidence that they do the hardest work in their assigned classes and how confident students are that they will remember key skills from courses a year from now.

Key Strategies / Adjustment

- Using the CASEL framework, we are building SEL competence into professional development for teachers to support student self-efficacy in the classroom.
- Facilitate focus groups with 10th grade students to gain a better understanding of what contributed to their improved self-efficacy and use a PLC framework to continuously monitor progress and adjust accordingly.

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: College and Career Ready

Graduation Success Measure

Increase the percentage of students in each grade level who earn sufficient credits by the end of the year to be on track to graduate (given their expected timeline since some students have a 5+ year plan).

Percentage of Students Earning Sufficient Credits to be On-Track to Graduate (Active students, 2021-22 as of July 2022)			
Group	Grade 10 (7 or more credits)	Grade 11 (12 or more credits)	Grade 12 (18 or more credits)
All Students	93%	91%	95%
Asian	97%	96%	99%
Black	64%		
Hispanic	91%	78%	83%
Multi-ethnic	95%	97%	95%
White	94%	93%	95%
Students with Disabilities	63%	75%	88%
English Learners	88%	70%	95%
Low Income	83%	84%	81%

Data Reflection

Overall, more than 90% of all students are on-track for graduation. In the 11th grade, 9% of students are not on-track. The largest disparity in 10th grade students is visible in three target populations: students identified as Black, students with disabilities, and low income. For students in 11th grade, the gap continues to widen for those who identified as Hispanic, have disabilities, and are English Language Learners. We believe there are several factors that play into 12th grade students experiencing improved academic success: intervention programs, improved skill building for students with disabilities and English learners, maturity, and others.

Our MTSS team will continue to closely monitor progress, implementing tier 1 and tier 2 interventions as needed to reach our goal of 100% on-time graduation for all students. Our school leadership team will continue to build tier 1 capacity in teachers through professional learning that creates equitable outcomes regardless of race and income.

Key Strategies

- Identify all students who are off track in terms of credits earned and implement credit recovery efforts: Credit Recovery, Academic Workshops, and Graduation Success Coach Support.

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|---|
| <ul style="list-style-type: none">• Continue to build tier 1 instructional strategies with teachers to increase the presence of student voice in the classroom. (e.g. WIDA, SIOP, UDL, CRT) |
| <ul style="list-style-type: none">• Implement MTSS system with fidelity with frequent progress checks, timely interventions and feedback loops to provide input on improvements to Tier 1. Tier 2 interventions will focus on additional support in Algebra 2 and literacy in Social Studies. |

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.

Priority Family Engagement Measures and Targets

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	52% (736)	54% (435)		45% (736)	44% (435)		36% (736)	35% (434)	
Asian	56% (355)	56% (215)		52% (352)	47% (215)		44% (349)	41% (214)	
Black	*	64% (6)		*	68% (6)		*	65% (6)	
Hispanic	53% (76)	52% (42)		49% (76)	48% (42)		39% (76)	40% (42)	
Multi-ethnic	47% (60)	52% (44)		37% (60)	31% (44)		25% (60)	21% (44)	
White	47% (238)	52% (127)		37% (235)	40% (127)		27% (237)	27% (126)	
Students with Disabilities	43% (34)	43% (21)		47% (34)	39% (21)		39% (34)	40% (21)	
English Learners	62% (33)	60% (28)		70% (33)	56% (28)		56% (33)	53% (28)	
Low Income	55% (50)	54% (36)		58% (48)	56% (36)		44% (49)	47% (35)	

*Data suppressed due to small group size, to protect student privacy.

Data Reflection

Due to the low participation rate in the recent family surveys, it is difficult to determine a path forward. Working in partnership with our PTSA board, we have identified the area of "Families feel informed" as our tier 1 foundational structure to build upon for the 2022-23 school year.

Key Strategies / Adjustment

<ul style="list-style-type: none"> Working in partnership with the PTSA, Newport will host a number of family engagement events. Including, 9th grade family meeting, Senior Blitz and parent meeting, MLL College and Career Community Café, SPED family Community Café, College and Career special session to support historically marginalized families underrepresented in colleges, and Student Health and Wellness workshop sponsored by counselors, MHAT, and other outside groups.
<ul style="list-style-type: none"> In order to support classroom teachers' efforts to engage with families, our outreach will include the question "what is one thing teachers do that helps you feel informed?" Results will be shared with teachers, so that the school encourages and supports best practices.
<ul style="list-style-type: none"> While we rely upon school-wide strategies to help families feel informed, the focus of our BLT will be to build tier 1 strategies to connect families with individual classrooms. Multiple communication channels will be considered, including email, Talking Points, phone calls, web resources, and in-person meetings.

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 Force¹, is *the capacity and disposition to understand and act on issues of global significance*. These four domains further define global competency:

Global Competencies
<ol style="list-style-type: none"> Investigate the world beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research. Recognize perspectives, others' and their own, articulating and explaining such perspectives thoughtfully and respectfully. Communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural differences. Take action to improve conditions, viewing themselves as players in the world and participating reflectively.
<i>Mansilla 2012</i>

Priority Global Competency Targets
Shared Vision: Develop a shared vision and understanding of global competency with stakeholders
Key Strategies / Adjustment
<ul style="list-style-type: none"> Focus October professional development day on the awareness of our global competency priority. Work with staff on strategies to increase instructional spaces where students use voice and agency to impact their current experience in class so they can be creators of their future world.

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.

School Overview

Newport High School is proud to provide students a diverse and rigorous college-preparatory education in a community that seeks to support and engage the passions of each and every student. Offering over 27 AP courses and College in the High School, students can also earn certification in CISCO Networking, Culinary Arts and Teaching Academy through WaNIC and participate in a full offering of Theater, Fine, and Performing Arts. Home to the International Spanish Academy, the Olympic Program and with more than 60 student clubs and activities, NHS students are encouraged to grow and thrive.

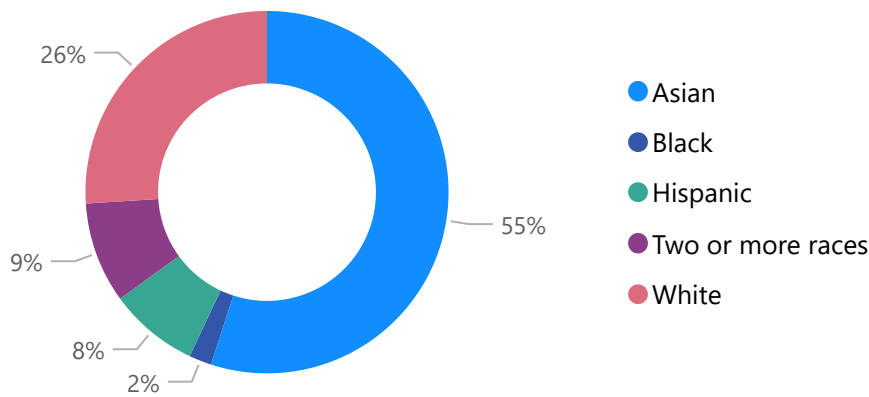
4333 Factoria Blvd SE
Bellevue, WA 98006

<http://www.bsd405.org/nhs>
425-456-7400
Dion Yahoudy

Programs Offered

Olympic (special education), International Spanish Academy (immersion)

Racial Diversity



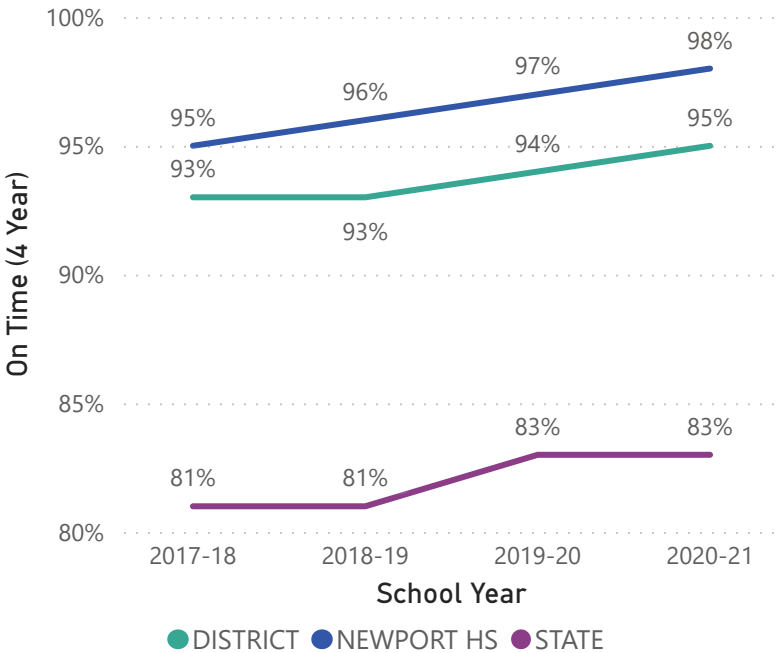
School & Student Characteristics ¹

	Newport High School	District HS Average ²
Enrollment (10/1/2021)	1755	1054
Average Attendance Rate	92%	89%
Eligible for Free/Reduced Price Meals	10%	18%
Receiving Special Education Services	6%	8%
English Language Learners	7%	9%
First Language Other Than English	39%	38%
Mobility Rate ³	6%	9%

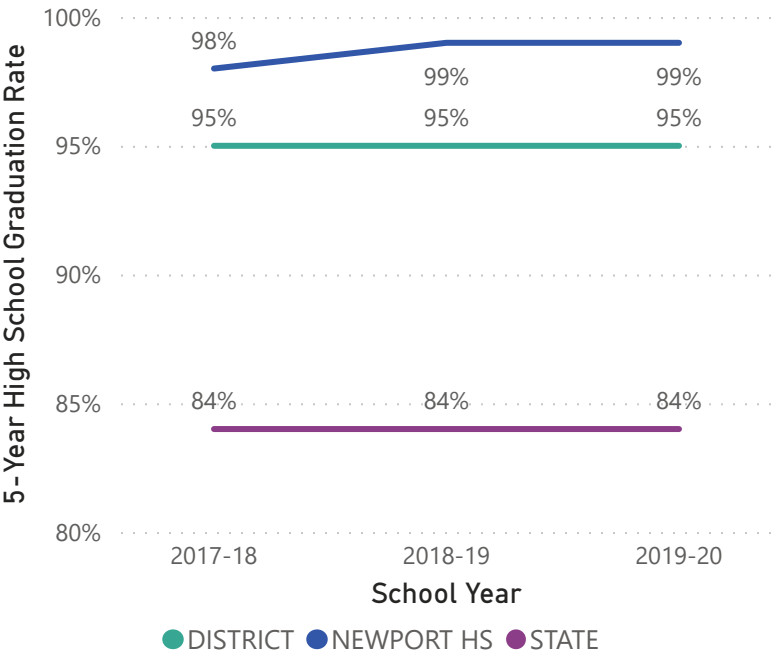
College and Career Readiness

On Time Graduation

On Time (4 year) Graduation Rate

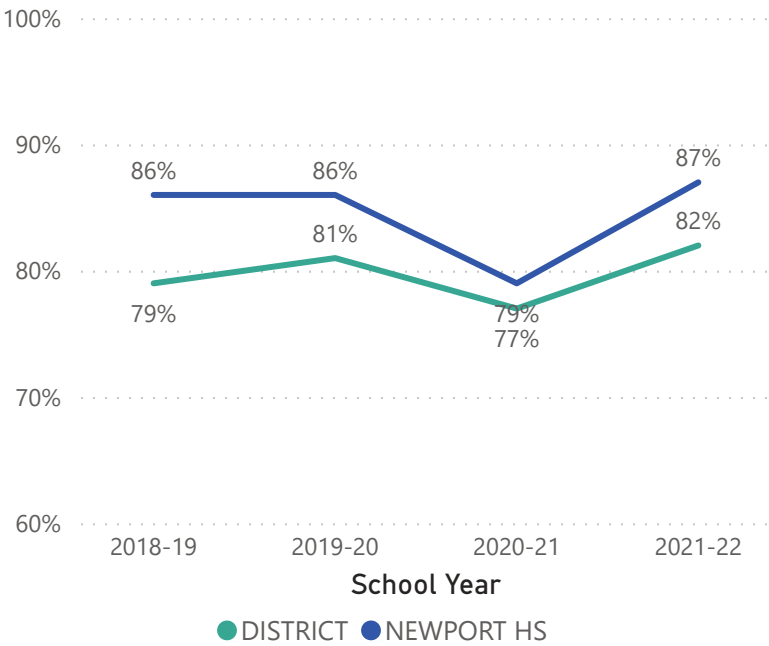


5 year Graduation Rate

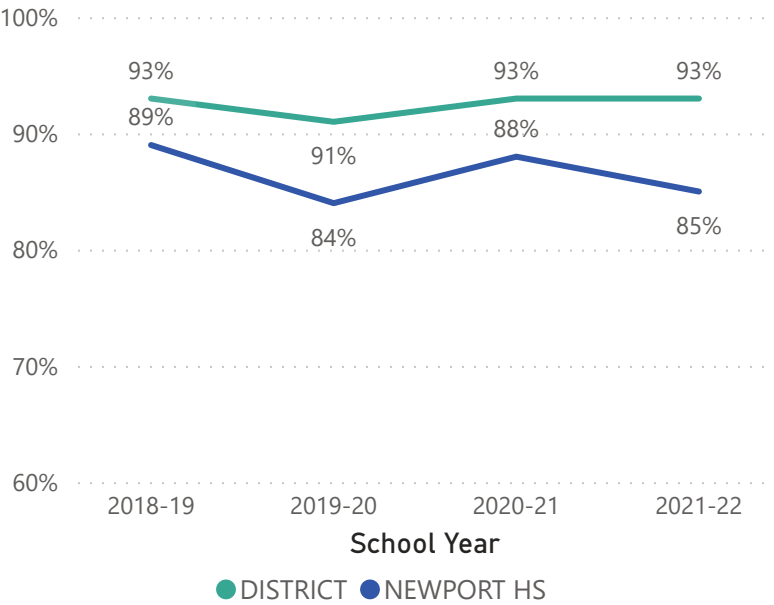


AP & IB

AP Exam Pass Rate



Students with at least one AP/IB Course by Graduation



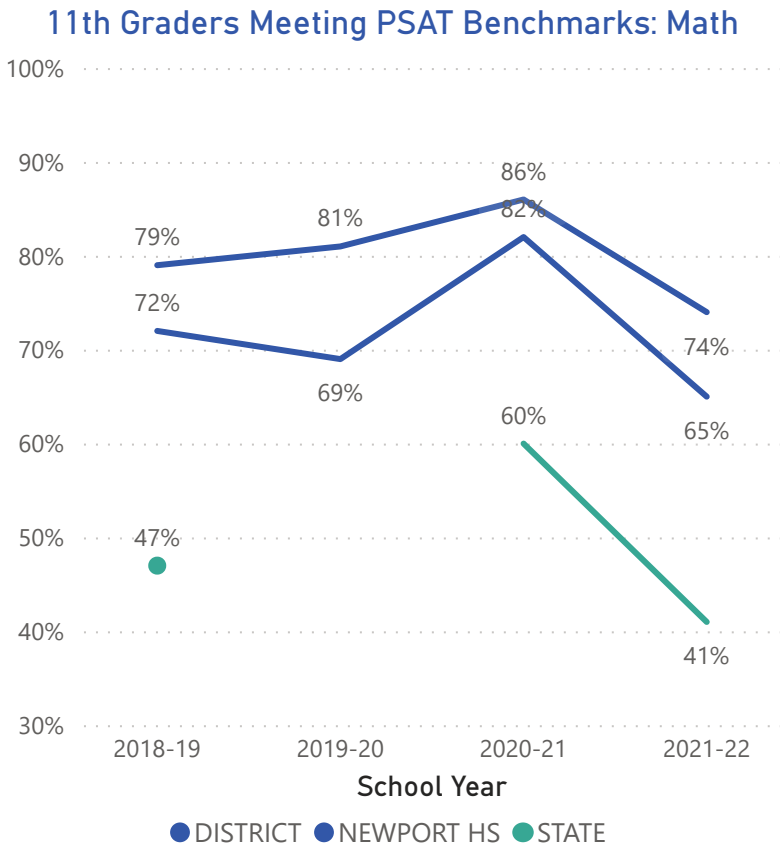
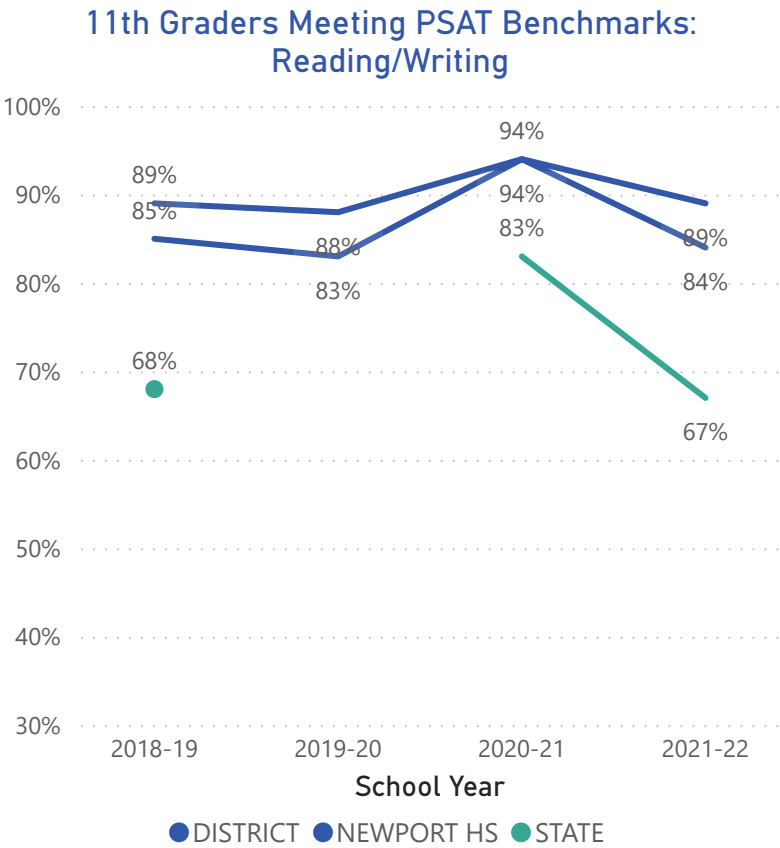
AP & IB

School Name	DISTRICT				NEWPORT HS			
	2018-19	2019-20	2020-21	2021-22	2018-19	2019-20	2020-21	2021-22
AP Exam Pass Rate	79%	81%	77%	82%	86%	86%	79%	87%
Students Taking At Least One AP/IB Course by the Time They Graduate	93%	91%	93%	93%	89%	84%	88%	85%
Average Number of AP and IB Credits Earned by Graduates	6.8	6.9	7.4	7.4	5.9	5.8	5.9	6.5

SAT & ACT

School Name	DISTRICT				NEWPORT HS				STATE			
	2018-19	2019-20	2020-21	2021-22	2018-19	2019-20	2020-21	2021-22	2018-19	2019-20	2020-21	2021-22
Average SAT Composite Score	1273	1271	1358	1263		1290	1336	1287	1074	1073	1072	
Average ACT Composite Score	27.1	27.8	29.5	29.4	28.2	28.1	29.7	29.3	22.1	22.9	23.6	22.9

Additional College Readiness Measures



Note: Significantly fewer students participated in college testing (PSAT, SAT, ACT) in 2020-21 due to COVID, so these scores do not necessarily reflect the general student population and may not be comparable with prior years.

Glossary

ACT

The ACT is a college admissions test with four subjects (English, math, reading, and science) scored on a scale from 1-36. The Composite ACT score is the average of the four subject test scores.

AP

Advanced Placement (AP) courses are college-level courses offered in high school. These courses culminate in an AP exam that is given by the College Board. Many college grant course credit to students receiving passing scores. AP tests are scored on a scale from 1-5, with 3 or higher considered passing.

IB

The International Baccalaureate (IB) program is a rigorous college-preparatory program offered at selected schools in many countries around the world. Students who pass a challenging set of IB exams at the end of selected courses earn an internationally-recognized IB diploma. IB exams are scored on a scale from 1-7, with 4 or higher considered passing.

PSAT College and Career Readiness Benchmark

All BSD students take the PSAT test in 11th grade, as preparation for the SAT and the college application process. The PSAT benchmark is one indicator of whether students are on track to be ready for college. Students who score at or above the benchmark level have a 75% chance of earning at least a C in first-year core college courses.

SAT

The SAT is a college admissions test which was substantially revised in 2017. The new SAT includes two subject areas (ERW - evidence-based reading and writing, and math). The previous SAT had three subject areas (critical reading, writing, and math). Each subject is still scored on a scale from 200-800; however, the combined score on the new test is now 1600, instead of the previous combined score of 2400.

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.