

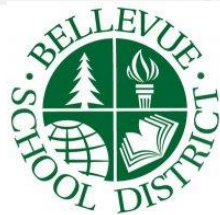
NEWPORT HIGH SCHOOL IMPROVEMENT PLAN

NEWPORT HIGH SCHOOL

2019-2020

**SCHOOL PRINCIPAL:
DION YAHOU DY**

The mission of the Bellevue School District is to serve each and every student academically, socially and emotionally through a rigorous and relevant education that is innovative and individualized. As a learning community that values one another's humanity, we provide courageous support for an equitable and exceptional education for all students.



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

Newport High School

2019-2020 School Improvement Plan

At Newport we are committed to providing each and every student an exemplary educational foundation that inspires them to discover their individual passions, achieve their goals, and become capable and contributing members of society. Our school mission was created in partnership with parents, teachers and students.

Our work in serving every student, every day in every classroom is grounded in a process of continuous improvement. Working with the Office of the Superintendent of Public Instruction, we use nine characteristics of successful schools to guide our work.

THE NINE CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

- 1 · Developing a clear and shared focus · 2 · Maintaining high standards and expectations for all students
- 3 · Using effective school leadership · 4 · Engaging in high levels of collaboration and communication · 5
- Providing curriculum, instruction and assessments aligned with state standards · 6 · Ensuring frequent monitoring of learning and teaching · 7 · Delivering focused professional development · 8 · Maintaining a supportive learning environment · 9 · Promoting high levels of family and community involvement

Included in this school improvement plan are details of the current focus at Newport, as well as an outline of our strengths and opportunities for the year ahead. In addition to promoting continuous improvement of student achievement of the state learning goals, we recognize that nonacademic student learning and growth are key elements of student well-being and success. This plan is based on a comprehensive needs' assessment of our school and programs, and included active participation and input from building staff, students, families, parents and community members.

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“Committed to providing each and every student an exemplary educational foundation that inspires them to discover their individual passions, achieve their goals, and become capable and contributing members of society.”

SCHOOL BACKGROUND

Instructional Program Overview

Newport High School has been recognized by the Office of Superintendent of Public Instruction (OSPI) for outstanding academic achievement, with a graduation rate of almost 100%. In 2016, *Newsweek* ranked Newport High School as one of the top 100 schools in the country and #1 in the state. **Newport was named the #4 high school in the state of Washington and placed #172 in National Rankings. Rankings are based on performance in state tests, performance in AP exams, and total graduation rate.** The Advanced Placement (AP) program, which provides students the opportunity to take college-level courses while still in high school, is a strong element of the school's culture. Students are encouraged to pursue academic challenge, which is evident in our impressive AP enrollment where 91% of Newport graduates take one or more AP classes, with 81% of those students earning a score that qualifies them for possible college credit. In addition, last year Newport had 258 enrollments in "Tech Prep College Connections" classes, where students earned 2,575 college credits on campus. The focus on college readiness ensures that our students graduate not only prepared to enter college but to thrive in the environment. **According to the National Student Clearinghouse data, 89% of the graduating class of 2017 has enrolled in four-year colleges and/or universities.**

As a four-year comprehensive high school in the Bellevue School District, our school community is committed to offering diverse course opportunities, taught by highly skilled staff. Approximately 173 courses are taught by a faculty of 97 teachers; 30 teachers are currently teaching our 30 AP courses, spanning all disciplines. In 2017-2018, 84% of students earned a college credit while attending Newport. Newport also offers high level classes in computer science, fine arts and hosts the district's high school portion of a unique 13-year Spanish Immersion/International Spanish Academy Program.

We offer numerous college credit-bearing courses which allow students to pursue their areas of passion in Career and Technical Education (CTE). Unique programs include CISCO Networking Academy and network technology courses designed to prepare students to take the CISCO Certified Network Associate (CCNA) exam. Additionally, CTE courses include AP Computer Science, Biotechnology, Anatomy and Physiology, Teaching Academy, Culinary Arts, and Media Production.

Newport High School (NHS) is committed to providing equitable opportunities for student success through a variety of programs. For all students to find success in a highly rigorous school culture, the school program meets the demand by ensuring all students are ready for the challenge. The Advancement Via Individual Determination (AVID) program assists students who have a strong desire and determination to excel. They may also be the first in their families to attend college. In addition to tutorial, we offer Academic Seminar as well as a Peer Tutoring program to support students. NHS is committed to building a more inclusive school environment for all students and is home to the district's high school Olympic Program. The Olympic Program is designed to address the organizational, executive functioning, and social competency skills that are often associated with autism spectrum disorder. Our Olympic Program teachers work in consultation with the University of Washington to support students in attaining these skills, and we have integrated student social coaches.

Students at Newport are also engaged in a wide variety of enrichment programs and are recognized at the state and national level for their accomplishments. Newport boasts some of the strongest music programs in the state, a drama program that offers professional quality performance experiences, many co-curricular club activities that allow students to compete in a variety of fields at the state and national level, and over 60 student-interest clubs. Our athletic department offers 28 varsity athletic programs in the KingCo 4A Conference and has a rich history of success. Newport holds the second most state titles in Washington. Newport has received the Scholastic Cup Trophy, awarded to schools for a combination of competitive and academic excellence, 5 times (with 15 top 5 finishes) and expects to compete for the honor every year. In the graduating class of 2018, 231 seniors (47% of the class) were awarded Knight Valor, volunteering more than 100 hours of community service in addition to the 40 hours required to graduate. As a class, these hours

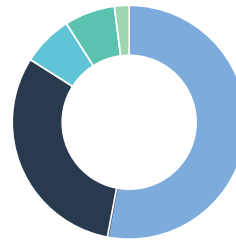
translated to 5,654 eight-hour days of service to improve the quality of life in our community. Nineteen seniors simultaneously earned their Associate of the Arts degree from Bellevue College; and 48 of the graduates successfully completed the Spanish Immersion/ISA Program; graduating both bilingual and bi-literate; many will earn a diploma recognized in Europe for entrance to college abroad.



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.

Racial Diversity



- 53% Asian
- 2% Black
- 7% Hispanic
- 7% Two or more races
- 31% White
- N/A Native American
- N/A Pacific Islander

School & Student Characteristics ¹

	SCHOOL	DISTRICT ²
Enrollment	1,685	1,085
National Board Certified Teachers	35%	31%
Eligible for Free/Reduced Price Meals	12%	18%
Receiving Special Education Services	6%	8%
English Language Learners	6%	8%
First Language Other Than English	37%	35%
Mobility Rate ³	5%	7%

Attendance & Discipline

	SCHOOL	DISTRICT
Average Attendance Rate	95%	92%
Students with < 10 Absences Per Year	73%	75%
Students with 18+ Absences Per Year	10%	8%
Suspension Rate ⁴	0.7%	1.6%

Programs Offered

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

College & Career Readiness

GRADUATION RATES	SCHOOL				DISTRICT 2017-18	STATE 2017-18
	2014-15	2015-16	2016-17	2017-18		
On-Time High School Graduation Rate (Within 4 Years)	95%	94%	96%	95%	93%	81%
5-Year High School Graduation Rate	98%	98%	98%	N/A	N/A	N/A

AP & IB	SCHOOL				DISTRICT
	2015-16	2016-17	2017-18	2018-19	
AP Exam Pass Rate	85%	86%	85%	86%	79%
Average Number of AP and IB Credits Earned by Graduates	6.2	5.7	6.2	5.9	6.8
Students Taking At Least One AP/IB Course by the Time They Graduate	88%	91%	91%	89%	93%

SAT & ACT

	SCHOOL				DISTRICT
	2015-16	2016-17	2017-18	2018-19	
High School Seniors Taking the SAT or ACT	88%	94%	94%	N/A	N/A
Average SAT Composite Score	1773	1268	N/A	N/A	1273
Average ACT Composite Score	26.5	27.3	28.0	N/A	N/A

ADDITIONAL COLLEGE READINESS MEASURES

	SCHOOL				DISTRICT
	2015-16	2016-17	2017-18	2018-19	
English Language Arts: 10th Grade Smarter Balanced Met Diploma Standard	90%	89%	87%	90%	87%
English Language Arts: 11th Graders Met PSAT College & Career Readiness Benchmarks	94%	89%	90%	89%	85%
Math: 10th Grade Smarter Balanced Met Diploma Standard			81%	78%	70%
Math: 11th Graders Meeting PSAT College & Career Readiness Benchmark	78%	79%	82%	79%	72%

Glossary

PSAT College & 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 test 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.

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 colleges 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 education 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.

National Board Certified Teachers

The National Board for Professional Teaching Standards offers a voluntary certification process for teachers to show that they have met the organization's standards for effective teaching. Teachers who apply go through a lengthy and rigorous screening process to obtain certification.

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 high school. These computer-based exams are aligned to the state's Common Core learning standards. In 2016 and 2017, the high school reported scores are for grade 11. In 2018, the reported scores are for grade 10, to comply with the change in the state's accountability year. 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 who benefit from support in organization, executive functioning, and social competency.
- * **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 ..

End Notes

- 1 **School and Student Characteristics**
Data are from October 1, 2018 unless otherwise specified.
- 2 **District Average**
The district averages displayed here are the averages for district high schools. District average enrollment is the average size of the comprehensive high schools.
- 3 **Mobility Rate**
The percent of students who entered or withdrew from the school between October 1 and June 15, based on October 1 enrollment.
- 4 **Suspension Rate**
The percent of students who received at least one in-school or out-of-school suspension or were expelled over the course of the school year.

SCHOOL GOALS FOR THE WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK MEASURES

Below are the goals we have set for proficiency rates on the state exams, as well as for graduation rates.

English Language Arts: SBA Proficiency Rates and Goals: Grade 10*

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	88%	89%	94%	95%
Asian	93%	94%	97%	98%
Black	*	*	*	*
Hispanic	63%	66%	93%	94%
Two or More Races	80%	81%	93%	94%
White	87%	88%	90%	91%
Eligible for Free/Reduced Price Meals	67%	70%	87%	88%
Students with Disabilities	60%	63%	69%	72%
English Language Learners	30%	37%	64%	67%

Math: SBA Proficiency Rates and Goals: Grade 10*

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	81%	82%	83%	84%
Asian	89%	90%	92%	93%
Black	*	*	*	*
Hispanic	52%	56%	65%	68%
Two or More Races	71%	73%	72%	74%
White	79%	80%	77%	79%
Eligible for Free/Reduced Price Meals	55%	59%	57%	61%
Students with Disabilities	47%	52%	27%	35%
English Language Learners	50%	54%	71%	73%

*Grade 10 Actuals are not cohort data but based on students in grade 10 of each year

Graduation Rate

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	95%	96%	96%	97%
Asian	95%	96%	97%	98%
Black	*	*	93%	94%
Hispanic	95%	96%	97%	98%
Two or More Races	98%	99%	91%	92%
White	93%	94%	96%	97%
Eligible for Free/Reduced Price Meals	88%	89%	92%	93%
Students with Disabilities	57%	61%	84%	85%
English Language Learners	78%	79%	87%	88%

9th Grade on Track

Group	2018	2019		2020
	Actual	Target	Actual*	Target
All Students	88%	N/A	88%	N/A
Asian	95%	N/A	93%	N/A
Black	67%	N/A	67%	N/A
Hispanic	83%	N/A	70%	N/A
Two or More Races	76%	N/A	86%	N/A
White	84%	N/A	85%	N/A
Eligible for Free/Reduced Price Meals	63%	N/A	67%	N/A
Students with Disabilities	74%	N/A	57%	N/A
English Language Learners	85%	N/A	62%	N/A

*District Preliminary Numbers

WELL-ROUNDED EDUCATION

High Quality Instruction

SMART Goal:

- At least 91% of all 10th grade students will earn 1.0 course credits in English and math in order to support on-time graduation, up from 89% and 73% in 2019 respectively.
- Students receiving special education services in 10th grade will achieve WSIF accountability goal in math of 28%, up from 19% in the spring of 2019.
- Students receiving English Language Learner (ELL) services will meet the WSIF accountability goal for ELA proficiency rate of 49%, up from 43% in the spring of 2019.
- Students receiving special education services will meet the WSIF accountability goal for ELA proficiency of 62%, up from 58% in the spring of 2019.

Strengths:

- Standards-based Data-driven Instruction: Use of standards-based, data-driven instruction in math, awareness of student interests and strengths, and assessments and data to differentiate instruction including the use of technological scaffolding and resources.
- Data Teams: Engagement in Year-3 of a building-based math team focused on the use of Multi-Tiered Systems of Support (MTSS) Continuous Cycles of Improvement.
- Culturally Responsive Materials: Implementation of Year 2 of .20 release time for a certificated teacher in the English department for development of Culturally Relevant and Responsive Curriculum and interim assessments in English Language Arts.
- Co-teaching: Expansion of the co-teaching model to serve the diverse needs of every student.

Key Performance Indicators:

- Course Grades: Review of student progress to include, though not limited to, course grades aligned to interim progress, quarter and semester grade reporting periods
- Early Warning Indicators: Monitoring and ongoing use of early warning indicators tracked through the 10th grade MTSS team
- Interim Assessments: Monitoring math interim assessment data, adjusting instruction as needed
- Interim Assessments: Monitoring pilot English Language Arts interim assessment data, adjusting instruction as needed

Strategies:

- Data-driven Instruction: Algebra and Geometry teachers, in collaboration with a special education and ELL teacher, will utilize cycles of continuous improvement, supported by district data software, to adjust instruction and maximize learning for every student.
- Data-driven Instruction: Sophomore Composition classrooms will utilize cycles of professional improvement, supported by district data software, to adjust instruction and maximize learning for every student.

Student Well-Being

SMART Goal:

Increase the percent favorable on the Panorama Student Survey Sense of Belonging Domain by at least 4 percentage points by Fall of 2019 to 67%, from 63% on Fall 2018 Panorama Benchmark.

Strengths:

- Student Engagement in Development and Implementation of Social Emotional Learning (SEL) Lessons: Teacher leaders developed the 2019-2020 series of lessons for district-wide use, including significant input from student leadership groups and the implementation of student partners to help deliver the lessons.
- Social Emotional Learning (SEL) Curriculum: Teachers have access to and utilize the THRIVE curriculum to help foster stronger connections to the SEL standards and lessons throughout the year.

Key Performance Indicators:

- Student Survey: Student survey data will be collected after SEL lessons #3 and #4.

Strategies:

- SEL and Prohibition of Harassment, Intimidation and Bullying (HIB) Lessons: All secondary students will participate in a lesson teaching the SEL Standards and Benchmarks and learn about prohibition of Harassment, Intimidation, and Bullying (HIB), how to recognize, and how to report. Lesson delivery will be in the beginning of the year.
- SEL Lessons: All secondary students will participate in three pro-social lessons to develop and grow social emotional learning competencies (self-awareness, self-management, self-efficacy, social awareness, social management, social engagement) through the remainder of the year.
- Professional Development: Secondary Staff will participate in all four of these lessons regardless if they are delivering the lessons to students, to not only be informed but also learn the SEL Standards and Benchmarks, pro-social behavior, and prevention strategies to minimize HIB.
- Professional Development: NHS Staff will engage in Professional Development in order to connect with students through the use of Story, Strengths, and Aspirations.

Family and Community Engagement

SMART Goal:

By June 2020, 20% of our Newport families will participate in the Family Satisfaction Survey both overall and when disaggregated by race.

Strengths:

- PTSA Partnership: Robust partnership with our Parent Teacher Student Association (PTSA) to engage families and students through school-wide events and smaller workshops.
- Survey: Consistent survey with parent community for feedback and topics of interest.
- Parent Workshop: ELL Parent Workshops with key content areas, such as science and math.

Key Performance Indicators:

- Survey: Engage in the initial 2019-2020 Family Survey Pilot initiating strategic outreach for all subgroups.

Strategies:

- Parent Communication: Families receive InSights, our weekly family newsletter.
- Parent Communication: 9th Grade families receive Starting Strong, a monthly newsletter to support their successful transition to high school.
- Parent Workshops: Monthly parent engagement workshops are offered in partnership with campus clubs, speakers, focus groups, and a community-café events to encourage two-way communication.
- Parent Program: Parent Link; a parent-to-parent support structure program designed for ninth grade parents to engage with one another on campus.