



School Improvement Plan Newport High School 2021-22



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 3X the district 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

As students re-enter the full school experience, school-based strategies will contribute to an inclusive environment where all students feel a sense of belonging. Studies have shown that “a strong sense of belonging translates to students of all ages and developmental stages improving academically, being more engaged and motivated in school, and increasing their physical and emotional health.”¹

Sense of Belonging Measures and Targets			
Increase percentage of students reporting a sense of belonging on the Panorama student survey, with a reduction in predictable outcomes by subgroup.			
Panorama Survey School Climate Domain - Sense of Belonging Percent Favorable			
Student Groups	Grades 9-12		
	Baseline 2017	Fall 2019	Fall 2021
All Students %	60% (1,578)	62% (1,459)	
Asian	61% (607)	63% (794)	
Black	44% (12)	*	
Hispanic	61% (84)	60% (100)	
Multi-ethnic	58% (72)	65% (122)	
White	61% (355)	61% (417)	
Students with Disabilities	64% (78)	60% (61)	
English Learners	59% (74)	59% (63)	
Low Income	56% (192)	55% (122)	
*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%.			
Over the last two cycles of Fall Panorama, our 10 th grade students felt less of a sense of connection than other grades. Students who started Newport in 9 th grade and transitioned to 10 th grade no longer are immersed in structured Link Crew transition activities. Historically in 10 th grade, additional new students from outside the district enroll.			
Key Strategies / Adjustments			
<ul style="list-style-type: none"> Facilitate student focus groups with 10th grade students to gain a better understanding as to what contributed to their sense of belonging, using that information to guide next steps. 			

¹ *Why Student Belonging Matters: October 2020*. NASSP. (2020, October 1). <https://www.nassp.org/publication/principal-leadership/volume-21-2020-2021/principal-leadership-october-2020/why-student-belonging-matters-october-2020/>.

- Build community and 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.
- Co-creation of the school newspaper two times a month by students and staff, celebrating and recognizing student groups within our school community.
- Showcase student clubs and activities with a focus on outreach to our affinity-based clubs.

Student Well-Being Priority: Social-Emotional Learning

Many students experienced isolation during the pandemic, with few opportunities to interact in-person socially. As we return to in-person learning it will be critical to recognize where each student is socially and emotionally and to provide them with intentional opportunities to support their development in social emotional learning. 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. These competencies are not discrete and are integrated into curriculum and instructional practices.

Social-Emotional Learning Measures and Targets				
Increase social-emotional competencies from Fall 2021 to Spring 2022.				
Grades 9-12: Panorama Social-Emotional Learning Survey				
Social Emotional Competency	Fall 2020 (n=1410)	Spring 2021 (n=994)	Fall 2021	Spring 2022
Self-Management	79%	74%		
Social Awareness	74%	72%		
Self-Efficacy	43%	45%		
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 knowledge from courses a year from now.				
Key Strategies / Adjustment				
<ul style="list-style-type: none"> • Increased Professional Learning for teachers on building students’ self-efficacy. • Develop and convene student focus groups through our Racial Equity and Inclusion team (REI), utilizing the information gathered to guide next steps as it relates to social emotional competencies. • Center Social-Emotional Learning (SEL) lessons on Self Efficacy during this school year. 				

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: Academic Growth

A significant priority this year will be to measure student proficiency at the beginning of the school year and monitor academic growth for all students. Regardless of where students begin the year, the goal is for *all students* to experience expected or greater growth.

Academic Growth Measures and Targets			
At least 98% of students in the Class of 2022* will graduate in June 2022.			
Class of 2022 Cohort**			
Percentage Earned Sufficient Credits for On-Track to Graduate On-Time			
	2019-20 (Grade 10)	2020-21 (Grade 11)	2021-22 (Grade 12)
All Students	97% (403)	95% (395)	
Asian	98% (225)	97% (224)	
Black	*	*	
Hispanic	87% (30)	81% (27)	
Multi-ethnic	97% (34)	97% (36)	
White	98% (105)	94% (102)	
Students with Disabilities	81% (21)	81% (21)	
English Learners	73% (22)	79% (19)	
Low Income	81% (36)	86% (37)	
*Data suppressed due to small group size, to protect student privacy. **Cohort includes all students who began in the cohort in Year 1 as of October 1, 2018 and who remain in the cohort when measures are taken. Students entering the district after Year 1 (October 1, 2018) are not included in this cohort data.			
Data Reflection			
The 2020-2021 school year was very unique as most students were served virtually three of the four quarters.			
On-track to graduate 2020-2021 data revealed fewer students self-identifying as Hispanic (81% from 87%) and White (94% from 98%) were on track to graduate when compared with the same cohort of students during the 2019-2020 school year. Students receiving Multi-Language Learner (MLL) services (73% to 79%) and students receiving free/reduced lunch services (81% to 86%) moved closer to being on-track to graduate.			
Remote learning magnified the strengths and gaps of our learning opportunities, which could have affected these results. In analyzing our grade data from last year, we recognized 11 th graders saw positive trends in grading by demographic, while 9 th and 10 th graders saw a greater grade disparity by demographic. A school-based team will continue to closely monitor progress, implementing instructional shifts and/or interventions, as warranted, as it is			

unclear whether last year's data is a trend or isolated. If the trend holds, we will replicate applicable strategies utilized with students in our upper grades, such as junior and senior blitz meetings.

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.
- Use 2020-2021 grade data to identify students still on track, but who may need support to stay on track and provide supports, such as check ins, and after school or Saturday study sessions.
- 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 may include regular individual check-ins, early involvement of supportive team members, academic workshops and academic seminar.
- Focus on implementation of WIDA-related strategies across the disciplines for supporting learning through intentional use of language in the classroom.

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

The experience of individual families is always subject to a wide array of conditions and contexts. These differences were highlighted throughout COVID, but one thing remained true: our families have expressed a desire to connect with us more deeply, to be more informed about their individual student’s academic progress and social-emotional well-being, and to find ways where we can truly engage as partners for their children’s success.

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.

Percentage of Favorable Responses on Family Engagement Survey						
Family Subgroups	Informed		Supported		Empowered	
	Spring 2021	Spring 2022	Spring 2021	Spring 2022	Spring 2021	Spring 2022
All Students	52% (736)		45% (736)		36% (736)	
Asian	56% (355)		52% (352)		44% (349)	
Black	*		*		*	
Hispanic	53% (76)		49% (76)		39% (76)	
Multi-ethnic	47% (60)		37% (60)		25% (60)	
White	47% (238)		37% (235)		27% (237)	
Students with Disabilities	43% (34)		47% (34)		39% (34)	
English Learners	62% (33)		70% (33)		56% (33)	
Low Income	55% (50)		58% (48)		44% (49)	

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

Data Reflection

Based on the data, families feeling empowered is our greatest challenge. To improve this measure, we will need to listen to family experiences, make tangible changes because of their input, and make sure that those families know what improvements have taken place. Families of students receiving MLL services have more positive responses likely due to the focal person, the MLL facilitator, who maintains ongoing contact with families and facilitates additional communication to and from the home.

Key Strategies / Adjustment

- Newport’s BLT and other leaders will engage in a year-long plan to increase family support and empowerment. Our focus will be on ways to improve the services provided by our college and career center. Communication will include an initial survey, Q&A panels that emphasize outreach to families of students receiving free/reduced lunch services, and a transparent communication process to demonstrate how feedback is being implemented in systemic improvements. Multiple communication channels will be used, including email, Talking Points, phone calls, web resources, and in-person meetings.
- Newport will host multiple family events that take place in different languages (Mandarin and Spanish) to build on the linguistic diversity of the community we serve.
- 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.

4333 Factoria Blvd SE
Bellevue, WA 98006

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

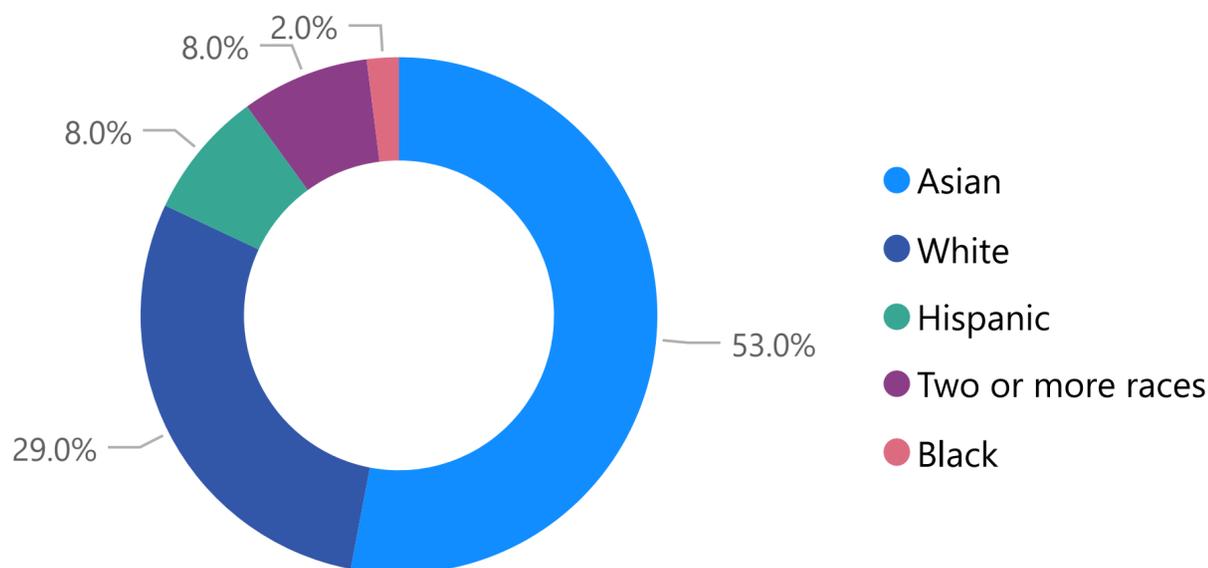
School Overview

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.

Programs Offered

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

Racial Diversity



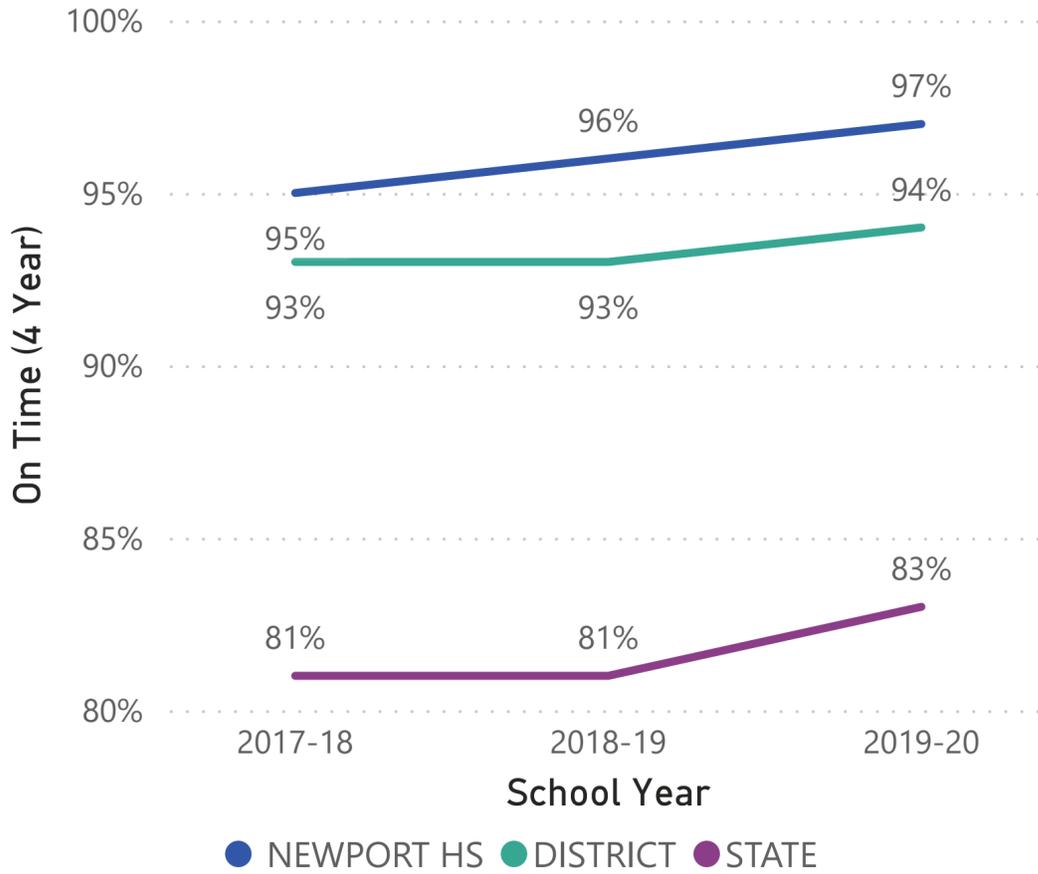
School & Student Characteristics ¹

	Newport High School	District HS Average ²
Enrollment (10/1/2020)	1704	1056
Average Attendance Rate	93%	91%
Eligible for Free/Reduced Price Meals	9%	17%
Receiving Special Education Services	5%	8%
English Language Learners	6%	8%
First Language Other Than English	36%	36%
Mobility Rate ³	3%	5%

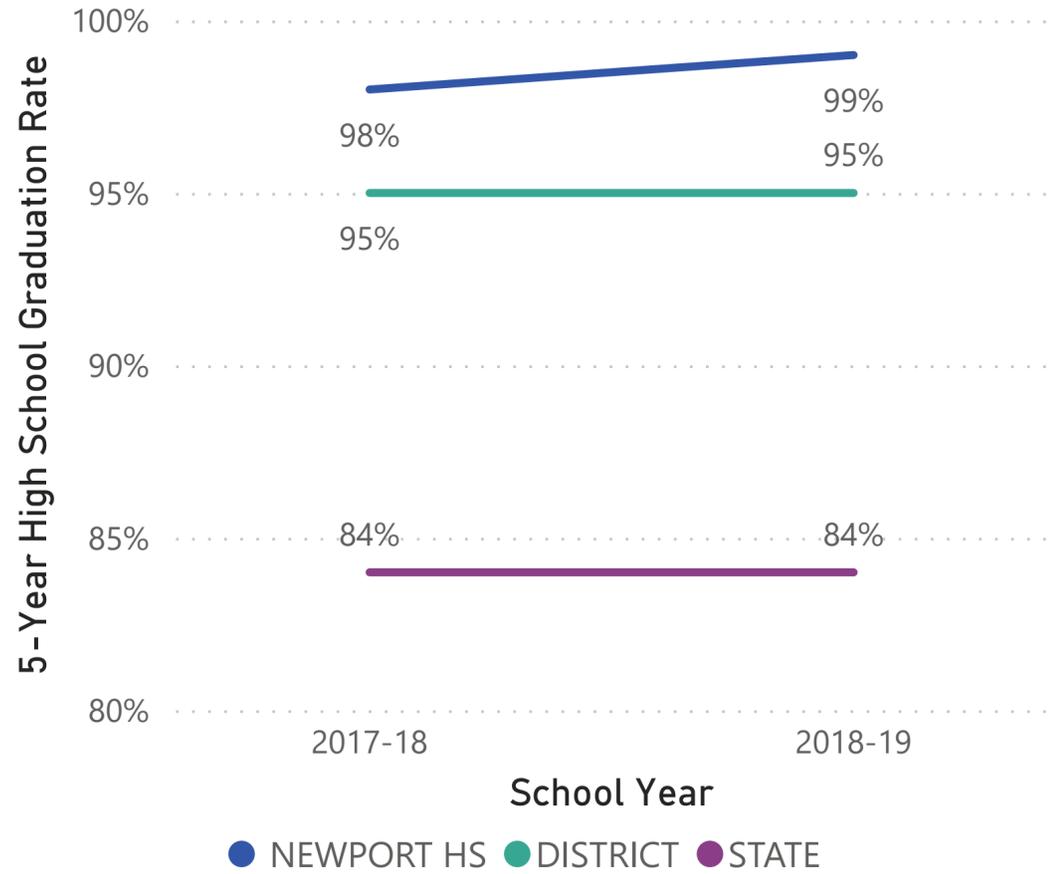
College & Career Readiness

On Time Graduation

On Time (4 year) Graduation Rate

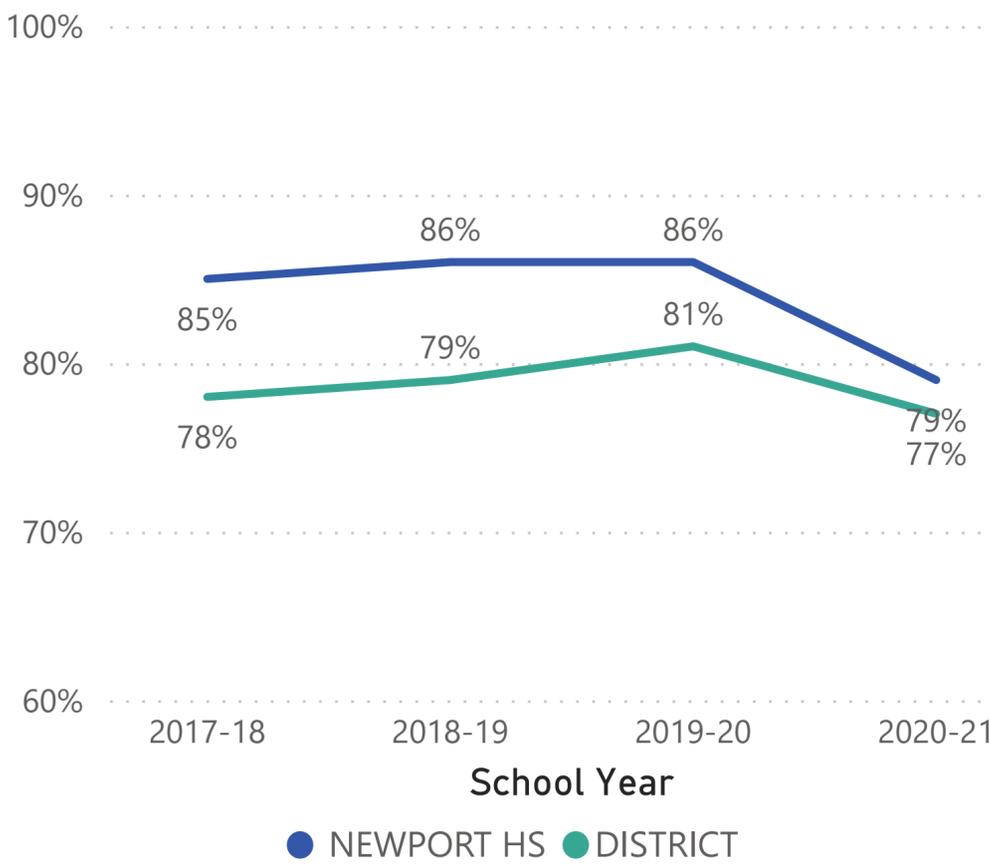


5 year Graduation Rate

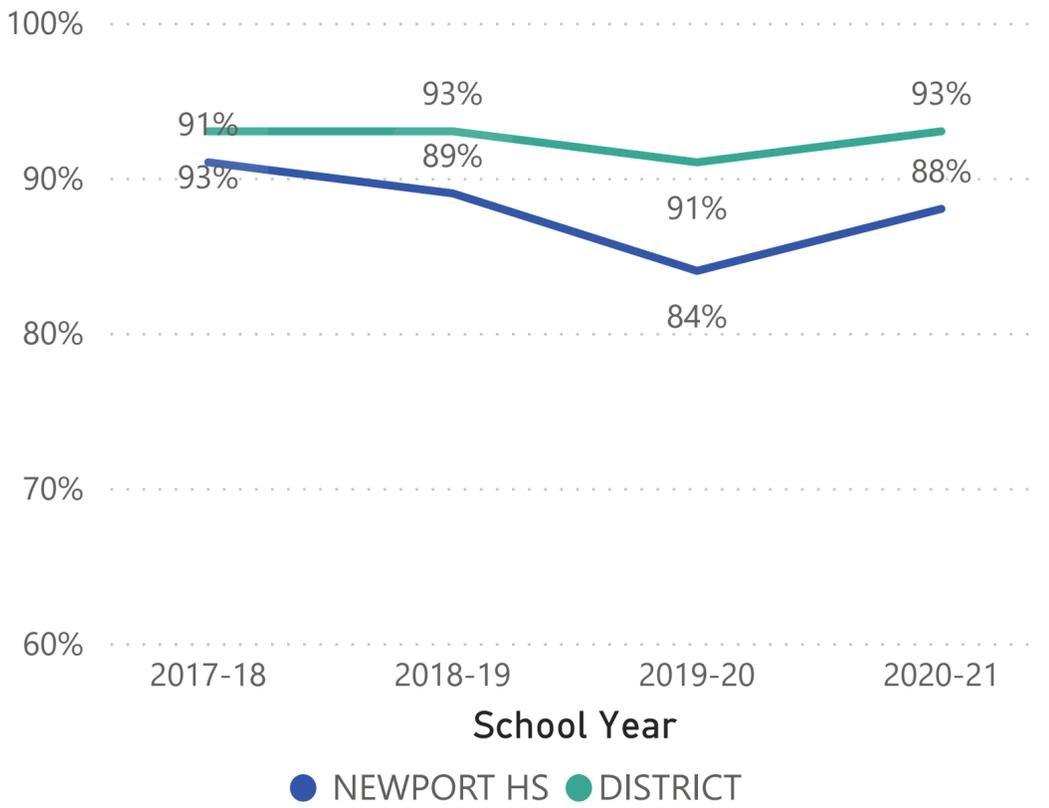


AP & IB

AP Exam Pass Rate



Students with at least one AP/IB Course by Graduation



AP & IB

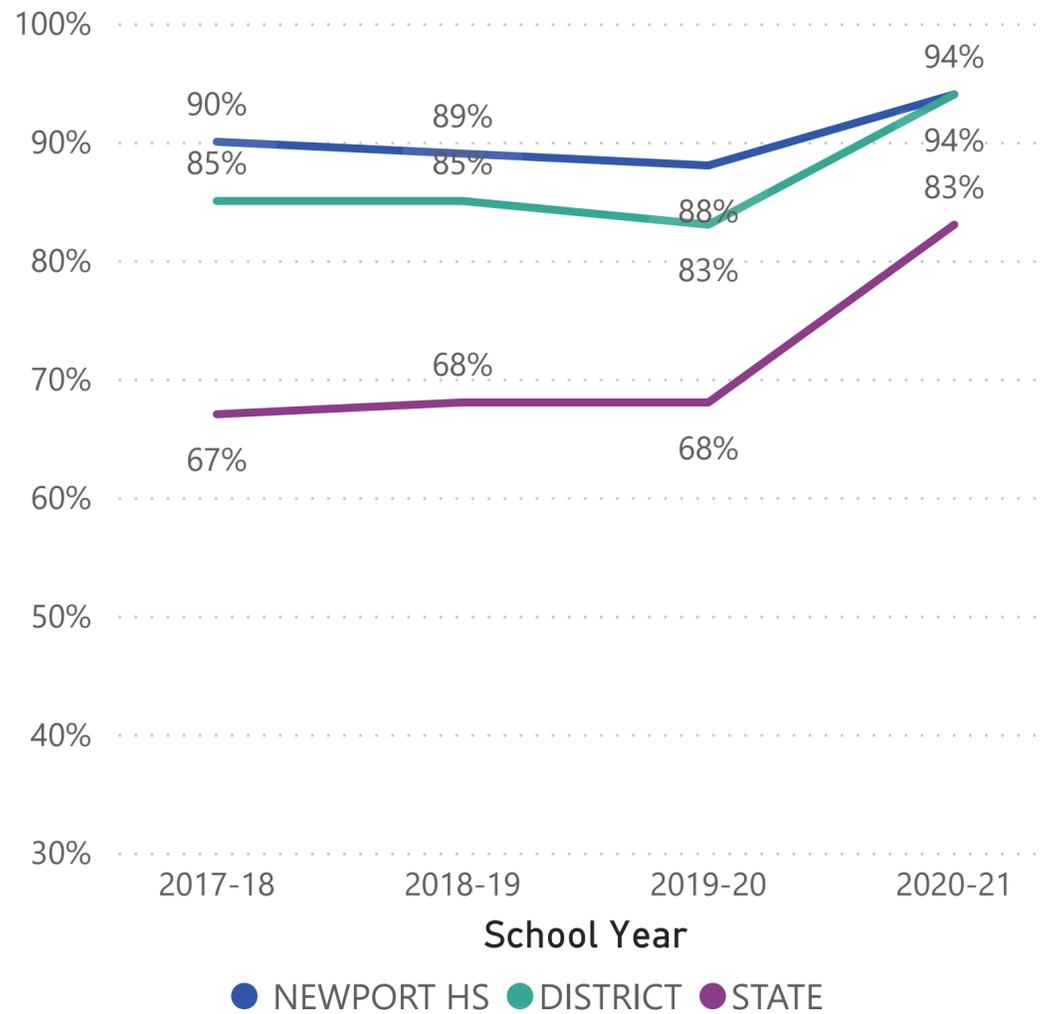
School Name	NEWPORT HS				DISTRICT			
	2017-18	2018-19	2019-20	2020-21	2017-18	2018-19	2019-20	2020-21
AP Exam Pass Rate	85%	86%	86%	79%	78%	79%	81%	77%
Students Taking At Least One AP/IB Course by the Time They Graduate	91%	89%	84%	88%	93%	93%	91%	93%
Average Number of AP and IB Credits Earned by Graduates	6.2	5.9	5.8	5.9	6.9	6.8	6.9	7.4

SAT & ACT

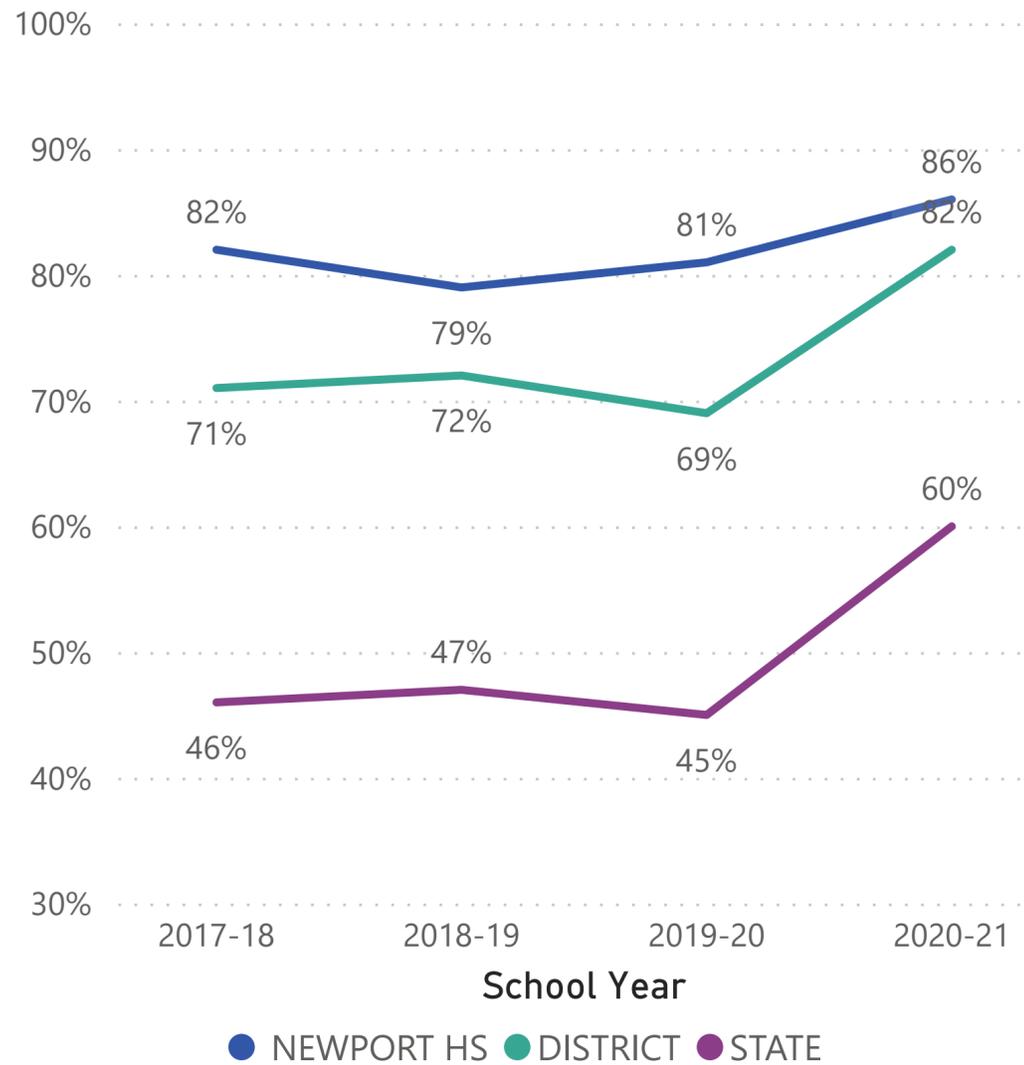
School Name	NEWPORT HS				DISTRICT				STATE			
	2017-18	2018-19	2019-20	2020-21	2017-18	2018-19	2019-20	2020-21	2017-18	2018-19	2019-20	2020-21
Average SAT Composite Score	1282		1290		1263	1273	1271	1358	1071	1074	1073	1072
Average ACT Composite Score	28	28.2	28.1	29.7	26.7	27.1	27.8	29.5	22.2	22.1	22.9	

Additional College Readiness Measures

11th Graders Meeting PSAT Benchmarks: Reading/Writing



11th Graders Meeting PSAT Benchmarks: Math



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, 2020 unless otherwise specified.

2 District Average

The district averages displayed here are the averages for district 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.