

# Newport Heights Elementary



2019-2020

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**SCHOOL PRINCIPAL:**

**Cathy Leaver**



*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 Heights Elementary School

## 2019-2020 School Improvement Plan

At Newport Heights Elementary we are committed to affirming and inspiring each and every student to learn and thrive as creators of their future world. Our school mission was adopted and aligned to the Bellevue School District vision and mission in partnership with parents, teachers and students.

Our work in serving every student, every day in every classroom is grounded in an idea 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 to share the current focus at Newport Heights Elementary, as well as outline 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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***“We are committed to affirming and inspiring each and every student to learn and thrive as creators of their future worlds.*”**

## SCHOOL BACKGROUND

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### Instructional Program Overview

Each of the 520 Newport Heights Elementary students receives high quality instruction based on district-wide curriculum aligned to the Common Core State Standards in kindergarten – 5<sup>th</sup> grade. The core instructional program includes reading, writing, math, science/STEM, social studies, and social emotional learning. In addition to the 26 homeroom classes, students attend a specialist period four times per week: art, music, library, and physical education. Newport Heights Elementary is proud of the diversity that our children bring to our community. There are 34 different languages spoken as a first language that enrich the learning and sense of belonging amongst the students and staff at the school.

We are the proud home to one of two, elementary Progress Academics Communication Independence Functional Focus Integration and Community (PACIFIC) programs in the Bellevue School District. The PACIFIC program supports students with specially designed instruction in smaller more supportive special education classrooms.

The Newport Heights staff is committed to each and every student's success. At Newport Heights, students are supported and enriched through a variety of programs including special education services, emergent bilingual services, advanced learning services, and reading development support.

Through the Multi-Tiered System of Supports (MTSS) framework aligning with professional learning communities (PLCs), our school is continuing to implement culturally responsive teaching and learning (CRTL) to improve student learning and close the achievement gap. Specifically, we are using the *Ready for Rigor Framework* to guide the implementation of culturally responsive pedagogy and the Pacific Educational Group's Courageous Conversations Protocols. Newport Heights focus for the 2019-2020 school year is aligned with Bellevue School District's elementary focus of balance literacy.

Newport Heights is supported by a committed and generous parent community. These efforts enhance our work to engage each and every child in learning that encompasses Bellevue School District's Priorities: High Quality Instruction, Student Well-being, and Community and Family Engagement. Our PTA supports our school through teacher grants, student scholarships, funding school activities, and through partnering to offer evening events to celebrate our strong sense of community. These include family-friendly events associated with STEM, coding, various fundraisers, harvest night, movie nights, dances, our biennial whole school play, and efforts related to our stewardship for the environment as a Green Genius School. At Newport Heights we value the family/NHE connection. Newport Heights hosts an annual Community Café that leads us to a parent driven "Family University" in the spring.



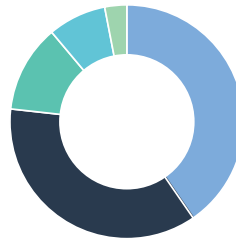
## School Overview

Newport Heights Elementary serves preschool through 5th grade students in southwest Bellevue. We believe that the diversity of our 520 students and their families is the foundation to learn and grow together. At Newport Heights, our vision is to affirm and inspire each and every student to learn and thrive as creators of their future world.

## Programs Offered

Pacific (special education)

## Racial Diversity



- 40% Asian
- 3% Black
- 8% Hispanic
- 12% Two or more races
- 36% White
- N/A Native American
- N/A Pacific Islander

## School & Student Characteristics <sup>1</sup>

	SCHOOL	DISTRICT <sup>2</sup>
Enrollment	537	496
National Board Certified Teachers	34%	28%
Eligible for Free/Reduced Price Meals	20%	18%
Receiving Special Education Services	9%	6%
English Language Learners	21%	24%
First Language Other Than English	36%	42%
Mobility Rate <sup>3</sup>	13%	14%

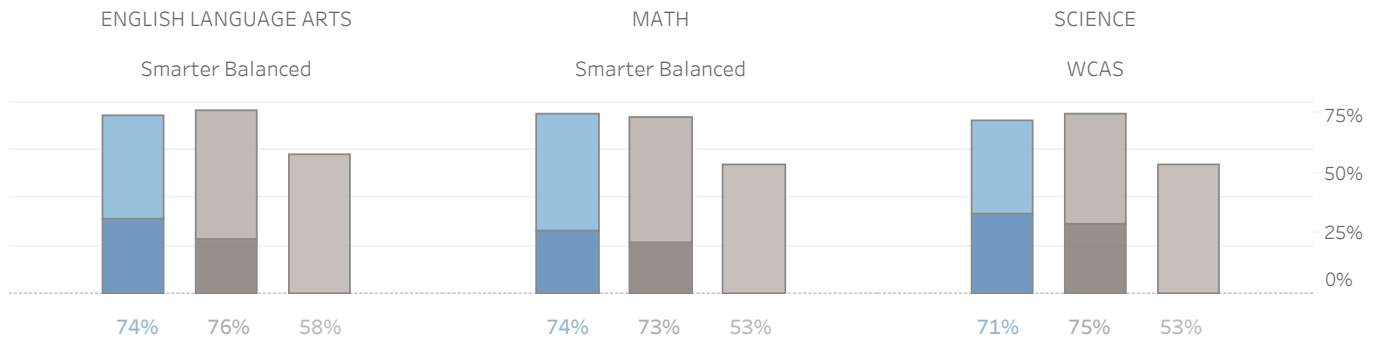
## Attendance & Discipline

	SCHOOL	DISTRICT
Average Attendance Rate	95%	95%
Students with < 10 Absences Per Year	75%	72%
Students with 18+ Absences Per Year	5%	7%
Suspension Rate <sup>4</sup>	0.0%	0.6%

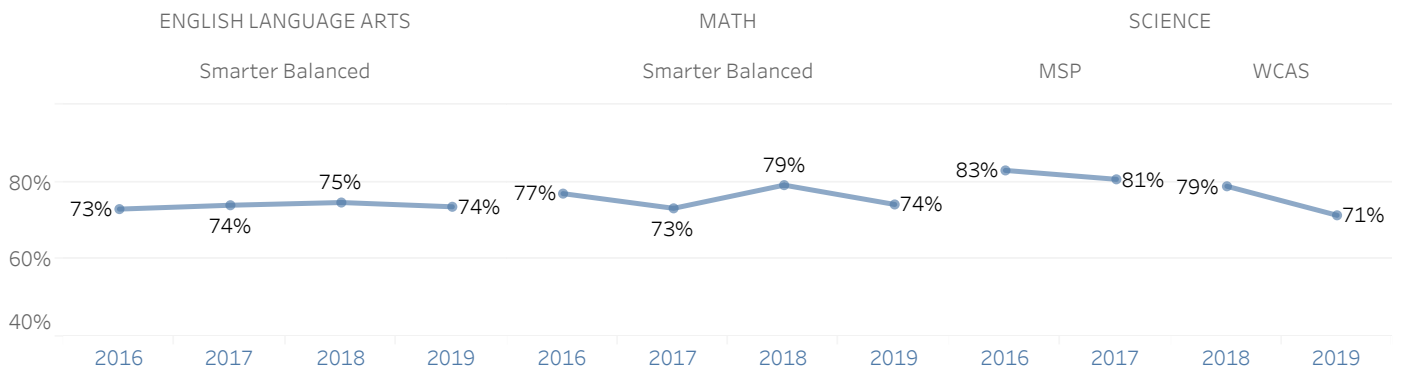
## Summary of Student Achievement

State Assessment Results for Grades 3-5 (Spring 2019)  
Percentage of Students Meeting/Exceeding Standards

- Exceeds Standards
- Meets Standards
- SCHOOL
- DISTRICT
- STATE <sup>5</sup>



State Assessment Results for Grades 3-5 in the Last Four Years  
Percentage of Students Meeting Standards



## Glossary

### 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.

### Science Assessments - WCAS/MSP

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 replaces the WA State MSP science assessment. 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](http://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](http://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, 2018 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 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.
- 5 State Assessment Results**  
State pass rate percentages combine "Meets Standard" and "Exceeds Standard."

## English Language Arts

### Student outcome SMART goals for the 2019-2020 school year-ELA:

1. At least 77% of the Class of 2029 (current 3<sup>rd</sup> graders) will meet state standards in ELA, while meeting WSIF goals for all subgroups.
2. We will decrease the gap between our highest and lowest achieving racial subgroups in ELA grades 3-5 by accelerating the growth for the lowest-scoring groups while maintain or increasing proficiency levels of the highest scoring groups. Goal: Decrease the gap from 61% in 2019 to 53% in 2020.

#### English Language Arts: SBA Proficiency Rates and Goals: Grade 3\*

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	72%	74%	75%	77%
Asian	88%	89%	91%	92%
Black	*	*	*	*
Hispanic	*	*	*	*
Two or More Races	55%	59%	79%	80%
White	63%	66%	70%	73%
Eligible for Free/Reduced Price Meals	45%	50%	40%	46%
Students with Disabilities	*		69%	72%
English Language Learners	44%	49%	40%	46%

\*Grade 3 Actuals are not cohort data but based on students in grade 3 of each year

#### English Language Arts: SBA Proficiency Rates and Goals: Grades 3-5

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	76%	78%	74%	76%
Asian	88%	89%	82%	83%
Black	36%	42%	21%	30%
Hispanic	58%	62%	52%	57%
Two or More Races	60%	63%	69%	72%
White	74%	76%	76%	78%
Eligible for Free/Reduced Price Meals	54%	58%	42%	48%
Students with Disabilities	32%	38%	49%	54%
English Language Learners	33%	39%	32%	39%

#### Summary of strengths and challenges:

##### Strengths:

- Students Exceeding Standards: The following student groups exceeded the target goal in 2019:
  - 3<sup>rd</sup> grade:
    - 3<sup>rd</sup> grade students overall
    - 3<sup>rd</sup> grade students who identify as Two or More Races
    - 3<sup>rd</sup> grade students who identify as Asian
  - Grade 3-5 students:

- Students who identify as Two or More Races
- Students with Disabilities

**Key Performance Indicators for the 2019-20 School Year include:**

- DIBELs and TRC Assessments in grades K-2: These assessments are administered three times per year as both a universal screener and progress monitoring tool.
- STAR Reading and Math Assessments: STAR is used as a universal screener and progress monitoring tool. These are short assessments in reading and math that are administered to all students each fall and spring. The assessments are computer adaptive, which means they adjust to each answer that students provide. Results from STAR assessments are accurate predictors of the Smarter Balanced Assessments so that educators can use Star scores to identify students in jeopardy of missing reading and math yearly progress goals in time to make meaningful adjustments to instruction.
- Smarter Balanced Assessments (SBA): Starting in 2014-15, Washington State adopted the Smarter Balanced Assessments 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.
- Achievement Network Interim Assessments: These assessments measure students' proficiency on standards in reading and math. We will utilize these assessments to improve instruction and student learning.
- English Language Proficiency Assessments (ELPA): The ELPA assessment is designed to assess the English language proficiency of students receiving English Language Development services in schools in Washington State. To monitor the growth of our Multi-language learners our ELL facilitator will work with teachers to monitor ELPA data.

**To support student growth and achievement for those performing below grade level, our school community will meet the academic and non-academic needs in the following ways:**

- School wide Multi-tiered System of Support (MTSS) and Professional Learning Communities (PLC) Structures: Provide training and support to teachers in order to internalize the following priorities in their instruction through MTSS and PLC structures:
  - We deeply understand our Grade level standards.
    - By keeping the Standards at the center, we are ensuring **each and every** student gets opportunities to learn grade level content
  - We use grade-level Complex and Culturally Relevant Texts in class.
    - By using complex and culturally responsive texts, we engage **each and every** student in rigorous instruction where students can see themselves and learn about others
  - We provide access using text dependent questions and scaffolds.
    - By developing text-dependent questions and scaffolds, we prepare **each and every** student for their future by helping build their capacity to deeply learn and appreciate literature, discern evidence, etc.
  - We use standards-aligned assessments to inform and adjust instruction
    - By using assessments to inform and adjust instruction, we hold ourselves accountable to ensuring **each and every** student meets grade level Standards.
  - Continue to build speaking and listening fluency for Multi-lingual Learners
    - By providing structured opportunities for Multi-lingual learners to practice language acquisition skills we will ensure students can access the full learning environment.

**Mathematics**

**Student outcome SMART goals for the 2019-2020 school year-Mathematics:**

1. At least 77% of the Class of 2029 (current 3<sup>rd</sup> graders) will meet state standards in mathematics, while meeting WSIF goals for all subgroups.
2. We will decrease the gap between our highest and lowest achieving racial subgroups in ELA grades 3-5 by accelerating the growth for the lowest-scoring groups while maintain or increasing proficiency levels of the highest scoring groups. Goal: Decrease the gap from 47% in 2019 to 41% in 2020.

**Math: SBA Proficiency Rates and Goals: Grade 3\***

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	81%	82%	75%	77%
Asian	92%	93%	88%	89%
Black	*	*	*	*
Hispanic	*	*	*	*
Two or More Races	73%	75%	86%	87%
White	73%	75%	70%	73%
Eligible for Free/Reduced Price Meals	57%	61%	45%	51%
Students with Disabilities	*	*	62%	66%
English Language Learners	67%	70%	40%	46%

\*Grade 3 Actuals are not cohort data but based on students in grade 3 of each year

**Math: SBA Proficiency Rates and Goals: Grades 3-5**

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	79%	80%	74%	76%
Asian	90%	91%	83%	84%
Black	46%	51%	36%	43%
Hispanic	58%	62%	43%	49%
Two or More Races	70%	72%	77%	79%
White	77%	78%	75%	77%
Eligible for Free/Reduced Price Meals	60%	63%	45%	51%
Students with Disabilities	32%	38%	51%	56%
English Language Learners	50%	54%	48%	53%

**Summary of strengths and challenges**

Strengths:

- Students Exceeding Standards: The following student groups exceeded the target goal in 2019:
  - 3<sup>rd</sup> grade:
    - 3<sup>rd</sup> grade students who identify as Two or More Races
  - Grade 3-5 students:
    - Students who identify as Two or More Races
    - Students with Disabilities

**Key Performance Indicators for the 2019-20 School Year include:**

- STAR Reading and Math Assessments: STAR is used as a universal screener and progress monitoring tool. These are short assessments in reading and math that are administered to all students each fall and spring. The assessments are computer adaptive, which means they adjust to each answer that students provide. Results from STAR assessments are accurate predictors of the Smarter Balanced Assessments so that educators can use Star scores to identify students in jeopardy of missing reading and math yearly progress goals in time to make meaningful adjustments to instruction.
- Smarter Balanced Assessments (SBA): Starting in 2014-15, Washington State adopted the Smarter Balanced Assessments 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.



**To support student growth and achievement for those performing below grade level, our school community will meet the academic and non-academic needs in the following ways:**

- Standards-based Instruction: Provide further professional development targeting the key shifts of the Common Core State Standards to include:
  - Greater focus on fewer topics
  - Coherence
  - Rigor-conceptual understanding
- Alignment: Work with grade level teams through MTSS and PLC structures to ensure course content is aligned to grade level standards
- Culturally Responsive Teaching: Continue to implement Culturally Responsive Teaching practices via targeted professional development opportunities
- English Language Acquisition: Continue to build speaking and listening fluency for Multi-lingual Learners as evidenced by multiple data points.
- Multi-Tiered System of Support (MTSS): Grade level teams meet at regular intervals to analyze multiple student achievement data points to adjust instructional groups and determine intervention needs.

## Student Well-Being

**Student outcome SMART goals for the 2019-2020 school year-Student Well-Being:**

We will increase student sense of belonging on the Panorama Survey from 79% in fall 2018 to 80% in fall 2019.

**Our Strengths in the goal area:**

- School Leadership Teams: NHE has a high-functioning PBIS team that meets twice a month.
- Positive Behavior Intervention Supports: NHE has implemented strong Tier I supports that include a “First 20 Days” lesson matrix to support school-wide and common area expectations. Additionally, all teachers hand out Dolphin Awards that acknowledge students who follow our school-wide expectations. There are weekly and monthly winning opportunities.
- Family Engagement: NHE staff give opportunities for families to learn about the SEL that students receive during curriculum night and Family University.
- Bullying Prevention: The administrative team, counselor, and classroom teachers co-teach the anti-bullying curriculum to all students.
- Restorative Practices: Common language is used to solve problems and restorative conversations are held when conflict arises.

**Key Performance Indicators:**

- Panorama Student Survey: The Panorama Student Survey is a tool used to collect student feedback on school climate and classroom culture to help improve practice. Individual student responses are confidential. Individual teacher reports are only accessible to that teacher. Students take the survey online. The survey includes multiple parts: a school climate survey and two teacher surveys. Students fill out the two teacher surveys for teachers randomly selected from their schedules.
- Tiered Fidelity Inventory (TFI): The TFI provides a measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports (SWPBIS). The TFI is divided into three sections: Tier 1: Universal SWPBIS Features; Tier 2: Targeted SWPBIS Features; and, Tier 3: Intensive SWPBIS Features. The TFI is conducted by an outside evaluator.
- Social Emotional Learning Screener: In the fall, staff will administer the DESSA Mini, a social emotional screener, to proactively identify students who may need additional or personalized supports with social emotional learning.

**To support student growth and achievement for those performing below grade level, our school community will meet the academic and non-academic needs in the following ways:**

- Professional Learning: Provide Professional development and resources on using/identifying culturally relevant text

- Professional Learning: Provide Professional development for both certificated and classified staff members on using restorative practices with students
- Professional Learning: Provide Professional development on aligning SEL instruction to the CASEL Core Competencies
- Social-Emotional Learning: Review and ensure implementation of SEL curriculum with K-5 teachers
- PBIS Implementation: Continue Tier I PBIS implementation
- Strong and Healthy Relationships: Focus on building adult and student relationships
- Family Engagement: Implement School-wide Community Café – January
- Family Engagement: Implement School-wide Family University – March

## Family and Community Engagement

### **Student outcome SMART goals for the 2019-2020 school year-Family and Community Engagement:**

At least 20% of families in each subgroup will participate in the family engagement survey administered during winter 2020

Strengths:

- School Leadership Teams: Newport Heights has a team that works specifically on family engagement events
- Family Engagement: Newport Heights is a community with high family involvement and strong student achievement.
- PTSA Partnership: We have an active PTSA committed to curriculum enhancement supporting teacher's instruction.

### **Performance Indicators:**

- Family Engagement Survey
- Participation of parents, particularly by different population groups, in school teams, school activities, and focus groups.

### **To support student growth and achievement for those performing below grade level, our school community will meet the academic and non-academic needs in the following ways:**

- Culture of Service: Ensure that all visitors are greeted with a warm welcome by office staff.
  - Parent Engagement Opportunities: Expand opportunities for parents, local organizations, and members of the community to learn and support our work together (PBIS and Sense of Belonging representation).
  - Parent Engagement Opportunities: Expand opportunities for parents, local organizations, and members of the community to learn and support our work together (PBIS and Sense of Belonging representation).
  - Relationship Building: Strengthen relationships with parents and families through deeper understanding of their perspectives and needs.
  - Communication: Improve two-way communication with families and community partners by implementing focus groups each semester to share information and solicit feedback.
  - Community Partnership: Implement a better system to match resources and services in the community with identified student needs.
  - Equity & Inclusion: Implementing equitable and culturally responsive family engagement practices aligned with academic goals.
  - Family Events: Invite families to a Community Café event in January to learn what would support a stronger partnership between families and NHE to support student learning.
  - Family Events: Stemmed from family feedback at the Community Cafe, NHE will host a Family University to further family engagement and build a stronger family/NHE partnership
-