



# School Improvement Plan Newport Heights Elementary 2020-21



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



## **What is unique about Newport Heights?**

- Newport Heights Elementary is 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 school is in its second year of partnership with the Achievement Network (ANet). ANet has helped us strengthen our school-wide practices and culture of using learning standards and achievement data to improve results for all students.



*See Appendix for School Profile*

# Affirm and Inspire

## Goal

Students feel safe, affirmed, and inspired to achieve high levels of social-emotional well-being regardless of background.

## Sense of Connection

### Measures and Targets

- Increase percent of students reporting feeling connected to peers by 3 percentage points from Spring 2020 to Spring 2021.

Percent of students reporting feeling somewhat or very connected to their classmates on student survey		
Grades 3-5 Subgroups	Spring 2020	Spring 2021 Target
All Students	88%	91%
Black	*	N/A
Hispanic	92%	95%
Low Income	84%	87%
English Language Learners	88%	91%
Students with Disabilities	92%	95%

\* Data not available for student subgroups < 10

## Data Reflection

- Hispanic students and students with disabilities reported the highest sense of feeling connected to peers (92%) in comparison to all other subgroups in 2020.
- The data for Hispanic, English Language Learners, and Students with Disabilities was the same as or more than All Students. Low Income Students was 4% lower than All Students.
- Data collected during the spring of 2020 does not include information for our Black students as the group size of this subgroup is too small for statistical analysis. They will be included in the key strategies and adjustments of this plan.
- Continue disaggregating our spring student survey data and focusing on our students with the greatest need to connect with peers.
- Students who identify as Black/African American

## Key Strategies/Adjustments

- **Racial Equity Work:** Staff will continue working towards greater racial consciousness through the RE&I Team, CCAR, district professional development, and conversations that impact their racial lens.
- **Strong Tier I PBIS Implementation:** Second STEP, RULER, Bullying Prevention Units, Kelso's Choice, HARMONY
- **Culturally Responsive Teaching Practices:** Staff will continue to utilize culturally responsive teaching practices that support the achievement of all students by including students' cultural references in all aspects of learning.

- **Kindness Leaders:** A group of 3<sup>rd</sup> and 5<sup>th</sup> grade students are nominated by teachers and the counselor to lead our school in activities that promote kindness and respect. They contribute to Unity Day, Assemblies, No Name Calling Week, Random Acts of Kindness Week, Kindness Hunts and more as well as participate in morning announcements which they write that send the message of no bullying and kind ways we can all be towards each other.
- **SOAR (Students Organized Against Racism):** We will start a SOAR group (4<sup>th</sup>/5<sup>th</sup>) in the fall of 2020 with a plan to enhance student agency and voice. Students will lead within our school, learn about race and racism, and support peers in developing an understanding around race and its importance in our school and community. RE&I and Student Well Being Teams will serve as advisors to the SOAR team.
- **Affinity Group:** Reflect on SOAR process, survey the parents of 4<sup>th</sup> and 5<sup>th</sup> students who identify as black to see how they would feel about their students being a part of a focus group. This would be a place that students can speak their truth about being black at NHE/Life.
- **Peace Path:** A conflict resolution model that promotes a more peaceful and fun school where students learn to walk and talk out their issues respectfully by using a path painted on the playground. It gives students a chance to resolve conflicts peacefully, “step by step” while empowering them to settle their own disagreements fairly with both parties being heard.
- **Restorative Practices:** Restorative practices promotes inclusiveness, relationship-building and problem-solving, through such restorative methods as circles for teaching and conflict. We will build on students’ strength by using talking circles to affirm students’ racial identity and foster a culture that encourages open dialogue.
- **Dolphin Awards:** Staff members will use dolphin awards school-wide to recognize students for following the school rules (Solve Problems, Always Show Respect, and Make Good Decisions). A weekly and monthly school drawing will provide students will opportunities to receive recognition and a reward of their choice.
- **Student Interest Groups:** The Counseling team in collaboration with members from the Student Well Being team will provide opportunities for students to engage in interest groups.

#### Progress Monitoring

- **Student Survey Data:** The Student Survey is a tool used to collect student feedback on school climate and classroom culture to help improve practice.
- **Discipline Referrals:** Referral incidents will be tracked by administration and consistently entered in Synergy when appropriate, to track and monitor incidents, monitor referral patterns by race, identify behavior needs of the school community, and set systems of support for at-risk students.
- **DESSA Data:** 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.
- **Focus Groups:** Students will meet according to their homogenous status to discuss their sense of connection to peers in the remote setting.

#### Inspired and Affirmed

##### Measures and Targets

- At least 60% of students are inspired and affirmed in their day-to-day instruction in English Language Arts courses as measured by student surveys.

Percent of students reporting feeling inspired and affirmed in instruction	
Grades 3-5	Fall 2020 Survey (baseline)
All Students	TBD

Black	TBD
Hispanic	TBD
Low Income	TBD
English Language Learners	TBD
Students with Disabilities	TBD

### Data Reflection

- To be completed once baseline data is uploaded

### Key Strategies/Adjustments

- **Racial Equity Work** : Staff will continue working towards greater racial consciousness through the RE&I Team, CCAR, district professional development, and conversations that impact their racial lens.
- **Strong Tier I PBIS Implementation:** Second STEP, RULER, Bullying Prevention Units, Kelso’s Choice, HARMONY
- **Culturally Responsive Teaching Practices:** Staff will continue to utilize culturally responsive teaching practices that support the achievement of all students by including students’ cultural references in all aspects of learning.
- Engage in professional development around the four collaboratively developed literacy priorities and monitor teacher fidelity using a rubric, peer observations, and learning walks, specifically focusing on priorities 3 and 4:
  - 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.
- **SOAR (Students Organized Against Racism):** We will start a SOAR group (4<sup>th</sup>/5<sup>th</sup>) in the fall of 2020 with a plan to enhance student agency and voice. Students will lead within our school, learn about race and racism, and support peers in developing an understanding around race and its importance in our school and community.
- **Affinity Group:** reflect on the SOAR process, survey 4th and 5th grade families that identify as Black/African American, to see how they would feel about their students being a part of a focus group. Where they would have a space to speak their truth about being black at NHE/Life. This would be an opportunity for the school to gauge their sense of connection and respond appropriately.

### Progress Monitoring

- **Panorama Survey:** This data will give the school an opportunity to gauge the sense of connections students have with their peers and respond appropriately.
- **DESSA Data:** 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.
- **Focus Groups:** Black/African American

# Learn and Thrive

## Goal

Students achieve high levels of academic success and outcomes are not predicted by race or income

## ELA Proficiency and Growth

### Measures and Targets

- 77% of students in the Class of 2029 cohort\* will meet or exceed state standards in ELA by spring of 2021, with increases as noted for the following subgroups: Black, Hispanic, Special Education, English Learners, Low Income.
- 80% of students in grades K-5 will show at least one year of growth in literacy as measured by adaptive software (i.e. Lexia), for students who have the recommended software usage.

### Percentage Meeting/Exceeding Standard on SBA or Star

Newport Heights Class of 2029 Cohort*	English Language Arts (ELA) Proficiency on SBA or Star	
	2019-20 Star Grade 3**	Target 2020-21 Star or SBA Grade 4
All Students	60%	77%
Black	N/A	N/A
Hispanic	N/A	N/A
Special Ed Services	N/A	N/A
English Learners	9%	46%
Low Income	29%	46%

\*Cohorts will be assessed by including 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) will not be included in the cohort data.

\*\*Data shown are Winter Star projections of spring proficiency levels, because spring testing was cancelled due to COVID-19.

Students Grades K-5	% of students that show a year's worth of growth in Literacy	
	November Check Point	Spring 2020-21 Target
All Students		
Black		
Hispanic		
Students with Disabilities		
English Learners		
Low Income		

## Data Reflection

- Analysis of progress monitoring data along with classroom observation data indicate an insufficient level of rigor and alignment to Common Core State Standards are negatively impacting ELA performance.

### Key Strategies/Adjustments

To increase ELA proficiency for students in grades 3-5, we are taking the following actions:

- Engage in professional coaching through the Achievement Network, including using ANet interim assessments
- Engage in professional development around the four collaboratively developed literacy priorities and monitor teacher fidelity using a rubric, peer observations, and learning walks, specifically focusing on priorities 3 and 4:
  - 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.
- **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.
  - Implement MTSS meetings to enable teachers to review student progress monitoring data and make instructional adjustments in six-week intervention cycles. During these structured collaboration times, teams review most current progress monitoring and interim assessment data and plan for instructional adjustments
- Implement cycles of improvement using ELA progress monitoring data, disaggregated by subgroups, to identify inequalities, improve tier 1 instruction, and inform instructional next steps based on student needs
- **English Language Acquisition:** Continue to build speaking and listening fluency for Multi-lingual Learners as evidenced by multiple data points.
- **Adaptive Software:** Students who have been recommended for additional support in literacy will engage in 50-60 minutes weekly in Lexia.

### Progress Monitoring

- **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.
- **Lexia Assessments:** Lexia is an adaptive software program that measures students' proficiency on Common Core State Standards in literacy.

- **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.
- **WIDA Assessments:** The WIDA assessment is designed to assess the English language proficiency of students receiving Multilingual Learner services in schools in Washington State. To monitor the growth of our Multilingual learners, our MLL facilitator will work with teachers to monitor WIDA data.

## Math Proficiency and Growth

### Measures and Targets

- 77% of students in the Class of 2029 cohort\* will meet or exceed state standards in math by spring of 2021, with increases as noted for the following subgroups: Black, Hispanic, Special Education, English Learners, Low Income.
- 80% of students in grades K-5 will show at least one year of growth in math as measured by adaptive software (i.e. Freckle), for students who have the recommended software usage.

### Percentage Meeting/Exceeding Standard on SBA or Star

Newport Heights Class of 2029 Cohort*	Math Proficiency on SBA or Star	
	2019-20 STAR Grade 3**	Target 2020-21 Star or SBA Grade 4
All Students	70%	77%
Black	N/A	N/A
Hispanic	N/A	N/A
Special Ed Services	N/A	N/A
English Learners	55%	77%
Low Income	57%	77%

\*Cohorts will be assessed by including 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) will not be included in the cohort data.

\*\*Data shown are Winter Star projections of spring proficiency levels, because spring testing was cancelled due to COVID-19.

Students Grades K-5	% of students that show a year’s worth of growth in Math	
	November Check Point	Spring 2020-21 Target
All Students		
Black		
Hispanic		
Students with Disabilities		
English Learners		
Low Income		



### Data Reflection

- While overall STAR math performance has improved, analysis of progress monitoring data along with classroom observation data indicate an inconsistent level of rigor and alignment to Common Core State Standards are negatively impacting performance

### Key Strategies/Adjustments

- **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
- **Achievement Network (ANet) pilot:** Grade levels showing readiness will pilot ANet math interim assessments during the 2020-21 school year
- **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.
- **Adaptive Software:** Students who have been recommended for additional support in math will engage in 15-20 minutes daily in Freckle.

### Progress Monitoring

- **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 Common Core State Standards in reading and math. We will utilize these assessments to improve instruction and student learning.
- **Freckle Assessments:** Freckle is an adaptive software program that measures students' proficiency on Common Core State Standards in math.

### English Language Acquisition

#### Measures and Targets

- For students receiving ELL services in the Class of 2029 increase % (to be set by November 2020) demonstrating progress in language acquisition skills as measured by the Achievement Level Descriptors.

Percentage Demonstrating Progress in Language Acquisition Skills		
Class of 2029 Cohort	Fall 2020	2020-21 Target
Reading	To come	Will be set by November 2020

Writing	To come	Will be set by November 2020
Listening	To come	Will be set by November 2020
Speaking	To come	Will be set by November 2020

### Data Reflection

- To be completed once baseline data is uploaded

### Key Strategies/Adjustments

Definition of success: Emerging bilingual students are progressing in at least the two domains of listening and speaking

Measure of success: Achievement Level Descriptors (ALDs)

Key Strategy: MLL facilitators will analyze formative assessments to measure student progress in reading, writing, speaking and listening by engaging in cycles of continuous improvement during distance learning in collaboration with classroom teachers to inform instruction.

Action steps:

- MLL facilitators complete the ALD for their emerging bilingual students for 4<sup>th</sup>, 7<sup>th</sup>, and 11<sup>th</sup> grade students by 11/10/20
- WestEd and Lucy Calkins professional development to MLL, LAP, and ITCLs to provide strategies from speaking to writing, oral language development
- Provide continuous PD around ways to support high quality interactions for MLLs that focus on developing oral language during distance learning

### Progress Monitoring

- Achievement Level Descriptors (ALDs)

# Creators of Their Future World

## Goal

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

## Global Awareness and Cultural Competence

### Measures and Targets

- At least **75%** of students show proficiency in global awareness and cultural competence by completing a performance task in 2<sup>nd</sup> grade.

Global Awareness and Cultural Competence		
	2019-20	Target 2020-21
Grade 2	NA	75%

### Key Strategies/Adjustments

Grade 2 students will engage in multiple tasks over six weeks, demonstrating their understanding of civic engagement and cultural competence, within their spring Social Studies unit “Families in Their Neighborhoods.”

Grade 2 Students will ....

- Share about their own cultural identity, learn about the cultural identity of classmates, and appreciate the many contributions of everyone in the classroom community (cultural competence)
- Solve problems to meet the needs of their neighborhood communities (global awareness)
- Engage in discussions, collective problem-solving, and collective and individual action to address community concerns (civic engagement & creators of their future world)

Professional development will be provided to 2<sup>nd</sup> grade teachers, ITCLs and administrators to ensure educators understand the shifts. . .

- Educator professional development – December-January
- Teaching and Learning professional development for ITCLs
- Administrator professional development – December-January

Increased communication in Principal Digest (Leadership News) and in Teaching and Learning Newsletter.

### Progress Monitoring

- Grade 2 students will complete surveys at the beginning and end of the unit. Survey data will provide information regarding their perceived ability to demonstrate civic action.
- Grade 2 students will be scored on a rubric for the multiple tasks within the unit.
- Attendance and reflections on learning at professional development (ex. Cert Admin for leaders, Teaching and Learning meetings for ITCLs and Educator Professional Development for 2<sup>nd</sup> grade teachers)

# 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.

## Informed, Supported, and Empowered

### Measures and Targets

- Families report they feel informed, supported, and empowered to contribute to their student's success as measured by the Family Satisfaction Survey. (See targets in tables below)

Percent of Families Feeling "Informed" on Family Satisfaction Survey	2019-20	Target 2020-21
All	62%	67%
Black	*	
Hispanic	*	
Students with Disabilities	63%	68%
English Learners	67%	75%
Low Income	*	

Percent of Families Feeling "Supported" on Family Satisfaction Survey	2019-20	Target 2020-21
All	63%	68%
Black	*	
Hispanic	*	
Students with Disabilities	63%	68%
English Learners	67%	75%
Low Income	*	

Percent of Families Feeling "Empowered" on Family Satisfaction Survey	2019-20	Target 2020-21
All	73%	75%
Black	*	
Hispanic	*	
Students with Disabilities	75%	75%
English Learners	75%	75%
Low Income	*	

\* Data not available for student subgroups < 10

### Data Reflection

- Our subgroups of families who identify as Black or Hispanic/Latinx are not large enough for their data to be reflected in the survey.
- Families of students with disabilities or qualify for multilingual learner services felt more **informed** that all families on the Family Satisfaction Survey by 1 percentage point and 5 percentage points respectively.
- Families whose students qualify for multilingual learner services felt more **supported** that all families on the Family Satisfaction Survey by 4 percentage points, whereas families of students with disabilities felt equally supported as all families.
- Families of students with disabilities or qualify for multilingual learner services felt more **empowered** that all families on the Family Satisfaction Survey by 2 percentage points.
- The percentage of families at Newport Heights who feel empowered is 73%, which is our largest strength for our community.

### Key Strategies/Adjustments

- Monthly virtual parent coffee/town hall opportunities
- Family newsletter sent out twice a month
- Tiered and targeted support for families to increase student engagement in remote learning
- Virtual PTA meetings
- Collaboration with MLL facilitator and multi-lingual learners
- Focus on the “Big 3” - Consistency in remote learning opportunities through:
  - Announcements in the classroom Microsoft Team General Channel
  - Assignments posted in the classroom Microsoft Team
  - Calendar meetings organized in the classroom Team

### Progress Monitoring

- District-based Family Engagement Survey
- Participant attendance at virtual PTA meetings
- Student engagement and attendance data
- Telephone survey for families whose students are not engaging at a high level
- Panorama survey

## Glossary



## 2019-2020 School Profile

### Newport Heights Elementary

<http://www.bsd405.org/newport/>

Jane Kopf Stover, Principal

5225 119th Ave SE

Bellevue, WA 98006

425-456-5500

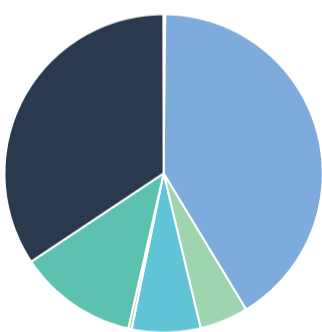
## School Overview

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



### Racial Diversity Detail

<1%	American Indian or Alaska Native
41%	Asian
4%	Black/African-American
6%	Hispanic
<1%	Pacific Islander
12%	Two or more races
34%	White

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

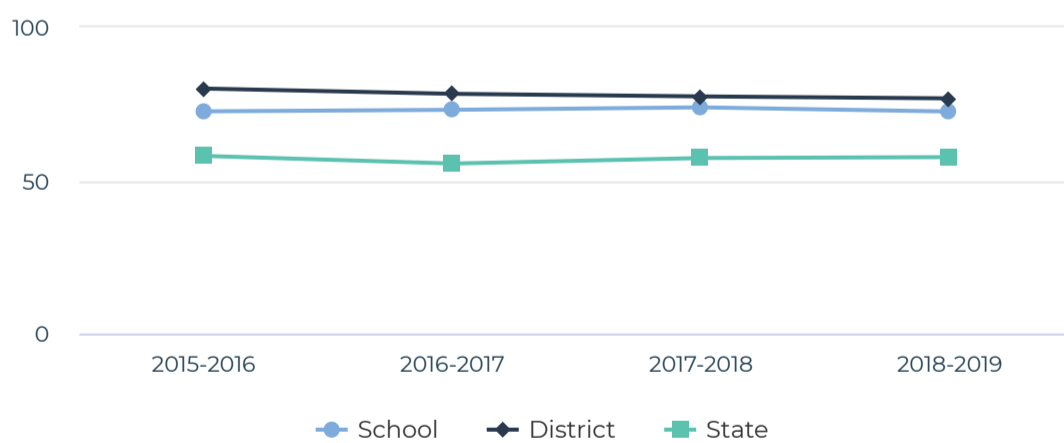
	SCHOOL	DISTRICT <sup>2</sup>
Enrollment	524	526
National Board Certified Teachers	31%	23%
Eligible for Free/Reduced Price Meals	19%	16%
Receiving Special Education Services	10%	9%
English Language Learners	19%	21%
First Language Other Than English	33%	42%
Mobility Rate <sup>3</sup>	12%	13%
Average Attendance Rate	97%	95%

## Summary of Student Achievement

### State Assessment Results for Grades 3-5 in the Last Four Years

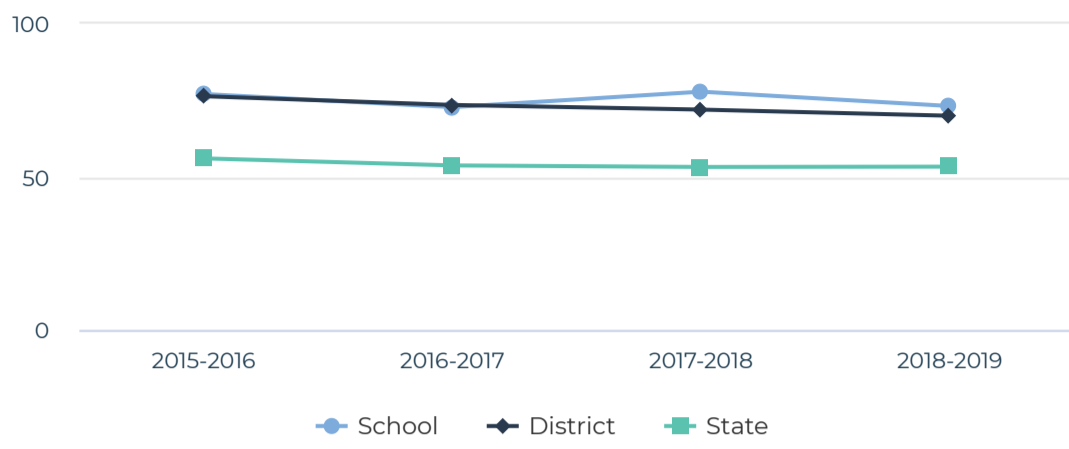
#### English Language Arts

Smarter Balanced - Percentage of Students Meeting Standards



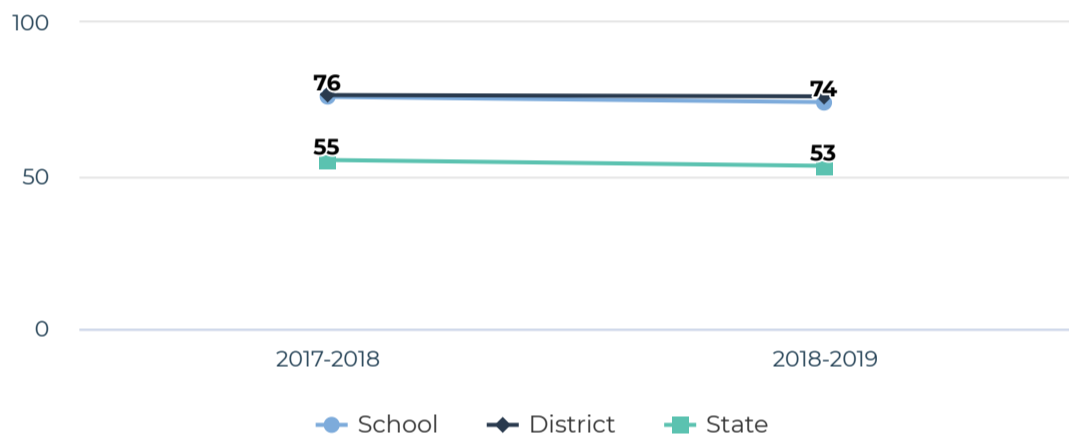
## Mathematics

Smarter Balanced - Percentage of Students Meeting Standards



## Science

WCAS - 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

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](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, 2019 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.