



School Improvement Plan Newport Heights Elementary School



Bellevue School District Vision

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



Inside:

- Student Voice and Agency
- Educational Excellence
- Equity Commitments
- School Profile

**See Appendix for School Profile*



What is unique about Newport Heights Elementary School?

- NHE 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.
- 43% of NHE students speak a first language other than English, including 42 different home languages.
- NHE is fortunate to have a dedicated Jubilee REACH Site Coach as part of our school team. The Site Coach's primary focus is on cultivating healthy relationships, ensuring that students are affirmed and fostering a sense of belonging among our students. They skillfully execute a wide range of relationship-building activities and services including facilitating an afterschool soccer program and managing our Jubilee REACH recess space.
- NHE's active PTA includes dedicated volunteers and room parents for every classroom, promoting effective communication. They host various events, enhancing the academic experience and fostering a strong sense of community.
- Affordable afterschool childcare is provided at NHE through the Boys & Girls Clubs of Bellevue's afterschool program, Project Learn.

Student Voice and Agency

Each student holds the power to shape their own future and have a positive impact on the world they inhabit. In recent years, we have observed an increase in student involvement at all levels, including Board meetings. Students have come forward to discuss crucial issues impacting their well-being and academic success. They have proudly celebrated their successes and courageously drawn attention to systemic inequities and barriers to student achievement. In this School Improvement Plan (SIP), we prioritize student voice and agency as a key initiative to transform students’ learning experiences.

We believe in the importance of elevating student voice and agency across the school. When students have a more active role in their learning and feel connected to school, they have higher levels of academic achievement. Learning from students and elevating student voice positively impacts the school climate. Our focus on student voice and agency will also impact our equity initiatives.

❖ **Goal:** Elevate student voice and agency to cultivate well-being and joy while transforming learning experiences in the classroom and school community.

❖ **Measures and Levels of Evidence**

Map-Level Data:

Panorama Survey School Climate Domain - Sense of Belonging (% favorable responses, grades 3-5):				
Student Groups	Spring 2022	Spring 2023	Spring 2024 Target	Spring 2024 Actual
All Students	80% (160)	73% (153)	77%	
Asian	81%	74%	78%	
Black	*	*	*	
Hispanic	82%	77%	81%	
Multi-ethnic	81%	73%	77%	
White	81%	70%	74%	
Students w/IEPs	75%	67%	71%	
English Learners	75%	62%	66%	
Low Income	83%	73%	77%	

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

Street-Level Data:

Every Newport Heights educator identified a **focal student** to interview, listen to and learn about what is working well for them and what might make our school community stronger and more supportive. The NHE Building Leadership Team (BLT) will look for themes that could be incorporated to strengthen schoolwide systems and structures. Individual classrooms will also be open to making adjustment in practice based on the information gathered during focal student interviews.

❖ **Summary of Evidence**

- **Patterns:**

Overall, our data decreased from Spring of 2022 to Spring of 2023 by 7 percentage points. All categories saw a decrease with English Learners having the greatest decrease (13 percentage points) followed by White students (11 percentage points), and Low Income (10 percentage points). Our English Learners and Students with IEPs reported the lowest Sense of Belonging while our Hispanic students reported the highest.

- **Trends:**

If you look at the NHE Sense of Belonging scores since 2016, they have risen by 5 percentage points overall and are consistently above the BSD average. There is a trend, which is seen across the district, of the Sense of Belonging scores always dropping in the Spring.

- **Celebrations:**

Hispanic students reported the highest Sense of Belonging in Spring 2023 and the second highest in Spring 2022. Fall scores are identified from Panorama as being more accurate. When looking at the NHE Fall 2021 to Fall 2022 scores, there was only a decrease of 3 percentage points. In addition, the Sense of Belonging overall score in the fall has remained above the BSD average since Fall 2016. Our focus this year will be on how we can better maintain a sense of belonging from Fall to Spring.

❖ **Equity Challenges**

- Based on analysis of satellite, map and street data, NHE has identified the following equity challenges specific to our building:
 - English Learners had the greatest decrease and lowest scores in Sense of Belonging from Spring 2022 to Spring 2023.
 - Students with IEPs had the second lowest scores in Sense of Belonging in Spring 2022 and 2023.

Educational Excellence

Academic success, as one aspect of educational excellence, remains a “mission-critical” component of the Bellevue School District. Strong literacy and math skills are critical to preparing students for rigorous high school courses and post-secondary learning.

At NHE, we firmly believe in the paramount importance of academic success. We are dedicated to providing a supportive and enriching educational environment where each student is empowered to achieve their fullest potential. Academic success is our commitment to equipping our students with the knowledge, skills, and confidence to excel in their educational journey and beyond.

- ❖ **Goal #1--Literacy:** Increase the percentage of students meeting or exceeding proficiency standards in **reading** by the end of Grade 3.

❖ **Measures and Levels of Evidence**

Star Reading Proficiency – Grade 3				
Student Groups	Spring 2023	Fall 2023	Spring 2024 Target	Spring 2024 Actual

All Students	92% (52)	75% (77)	82%	
Asian	96%	83%	91%	
Black	*	*	*	
Hispanic	*	40%	44%	
Multi-ethnic	88%	90%	95%	
White	92%	76%	84%	
Students w/IEPs	*	63%		
English Learners	91%	53%	60%	
Low Income	77%	43%	50%	

* Groups of fewer than 5 students are not included to protect confidentiality.

Smarter Balanced Proficiency – Grade 3			
Student Groups	Spring 2023	Spring 2024 Target	Spring 2024 Actual
All Students	83.3% (54)	91%	
Asian	93.1%	95%	
Black	0		
Hispanic	100%	100%	
Multi-ethnic	100%	100%	
White	61.5%	69%	
Students w/IEPs	50.0%	55%	
English Learners	66.7%	74%	
Low Income	50.0%	55%	

❖ **Summary of Evidence**

The comparisons between STAR and SBA for spring 2023 shows disparities between all students performing at 92% for STAR while decreasing to 83% for SBA. Our subgroups that were impacted were White students as well as English language learners and our low-income students. Our White students had 92% proficiency on STAR and 61.5% proficiency based on SBA. Our low-income students demonstrated 77% proficiency on STAR and 66.7% proficiency based on SBA. Additionally, our English Learner students demonstrated 91% proficiency on STAR and 66.7% proficiency based on SBA.

❖ **Equity Challenges**

- Students who identify as English learners and low-income show disparities in proficiency between STAR measures and SBA. This could be due to test conditions, the environment, accommodations, support, or other factors we must investigate.
- We must be sure to ensure support for our students receiving special education services.

❖ **Goal #2—Math:** Increase the percentage of students meeting or exceeding proficiency standards in **math** by the end of Grade 5.

❖ **Measures and Levels of Evidence**

Star Math Proficiency – Grade 5				
Student Groups	Spring 2023	Fall 2023	Spring 2024 Target	Spring 2024 Actual
All Students	72% (72)	66% (65)	77%	
Asian	78%	76%	83%	
Black	*	*	*	
Hispanic	*	33%	40%	
Multi-ethnic	63%	*	67%	
White	73%	61%	78%	
Students w/IEPs	13%	*	20%	
English Learners	50%	50%	55%	
Low Income	44%	33%	50%	

* Groups of fewer than 5 students are not included to protect confidentiality.

Smarter Balanced Math Proficiency – Grade 5			
Student Groups	Spring 2023	Spring 2024 Target	Spring 2024 Actual
All Students	73.0% (74)	78%	
Asian	75.7%	81%	
Black	50.0%	75%%	
Hispanic	33.3%	66%	
Multi-ethnic	77.8%	84%	
White	77.3%	84%	
Students' w/IEPs	30.0%	50%	
English Learners	50.0%	70%	
Low Income	38.5%	50%	

❖ **Summary of Evidence:**

The comparison of STAR and SBA in the area of math do not show significant outcomes for all students. However, our subgroup of Hispanic students scored 33% on SBA, our students with an IEP scored 30% and low Income scored 38.5%. The subgroups outcomes are similar to how they performed on the STAR testing as well.

❖ **Equity Challenges**

- In the area of math, we want to ensure high quality instruction and supports are being offered for our subgroups of Hispanic, Low Income and students with IEPs.
- All students will benefit from the supports that are being offered to some of our subgroups at the school.

Equity Commitments

All students have an inherent right to an equitable, accessible, inclusive, and culturally-responsive learning environment.

We believe that fostering a culture of inclusivity, respect, and equity in our school is essential for the holistic development and success of our students. Our Racial Equity and Inclusion team is committed to dismantling systemic

barriers, promoting diversity, and ensuring that every child has an equal opportunity to thrive, learn, and grow in a safe and welcoming educational environment.

Based on instructional priorities at the P-5 level, elementary schools in the Bellevue School District are all focusing on Equitable Access to High Quality Instruction as a top equity commitment. NHE is also including Family Engagement as a secondary commitment for this year.

Goal/Equity Commitment:

- **Equitable Access to High Quality Instruction:** Provide concerted universal instructional efforts and extensive and varied intervention opportunities to support all students, including those who face barriers and inequities, to meet key milestones for student growth and achievement, and their own personal growth and learning goals.
- **Family Engagement:** Foster strong partnerships with diverse groups of parents and stakeholders and increase direct family engagement, especially with families whose students may be marginalized or face barriers.

❖ **Measures and Levels of Evidence**

Satellite and/or Map-Level Data:

Equity Commitment Satellite/Map Data: Star Math Proficiency – Grade 5			
Student Groups	Spring 2023	Spring 2024 Target	Spring 2024 Actual
All Students	72%	75%	
English Learners	50%	55% (10 % growth)	

❖ **Summary of Evidence**

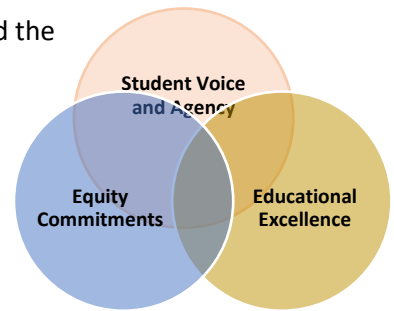
There is a discrepancy in the 5th grade Star Math proficiency data between the overall performance of students and English Language Learners. 72% of the overall 5th grade student population scored at the proficient level in the spring of 2023. In comparison, 50% of students who qualify for Multi-Language Learner services scored at the proficient level.

❖ **Equity Challenge**

- NHE is committed to providing supports to advance the mathematical performance of English Language Learners through out our school.

Key Improvement Strategies

Continuous school improvement requires ongoing learning, reflection, collaboration, and the implementation of evidence-based best-practices. The strategies identified below represent our key improvement strategies to achieve our goals this year.



Strategy #1: Focal Students: At Newport Heights, we recognize the significance of ensuring that each and every student's educational experience is not only productive but also enriching. Therefore, as a staff, we are committed to selecting one or two students from each class to serve as focal points for our efforts.

By taking the time to listen to and learn from their unique stories and experiences, we aim to gain valuable insights that will enable us to strengthen our tier 1 systems and structures. Our goal is to create a school environment that is not only academically rigorous but also warm and welcoming. We believe that by doing so, we can make our school a place where all students feel valued, safe, and motivated to learn.

Through this strategy, we aspire to foster an inclusive community where every student can find success throughout the day. This proactive approach underscores our dedication to providing a holistic education that empowers each student to thrive academically, emotionally, and socially.

Strategy #2: Newport Heights PLCs: Newport Heights recognizes that the Professional Learning Communities (PLCs) within our school are an essential area of growth. To further enhance the quality of education we provide, we have developed our professional learning communities (PLCs).

This strategy leverages the valuable student data we gather from our focal students, serving as the foundation for our grade-level PLCs. The information collected from these focal students acts as a compass guiding our PLCs in their collaborative efforts.

Our PLCs will not only identify common themes but also share their collective knowledge and expertise to address shared problems of practice. This approach will foster a collaborative learning environment where our educators work together to develop innovative solutions to support the diverse needs of our students.

By implementing Strategy #2, we are taking a proactive approach to ensure that our students receive a well-rounded education that considers student's individual experiences and challenges. This, in turn, will enable us to provide tailored support and ensure the success of every student at Newport Heights.

Strategy #3: Implementation of High-Quality Math Instruction: At Newport Heights, we place a strong emphasis on delivering high-quality instruction in the field of mathematics. Strategy #3 reflects our unwavering commitment to elevating our math education standards.

To achieve this, our grade-level teams will engage in ongoing meetings and collaborative efforts dedicated to the successful implementation of the Illustrative Math curriculum. This curriculum is designed to foster a deep understanding of mathematical concepts, critical thinking, and problem-solving skills among our students.

Importantly, the Illustrative Math curriculum has been shown to be particularly effective in supporting English language learners, a specific subgroup that requires specialized assistance within our school. These collaborative sessions will enable our educators to adapt and fine-tune instructional strategies, ensuring that they are not only rigorous but also tailored to the unique learning needs of English language learners.

Through these collaborative efforts, our educators will work together to share best practices and explore innovative teaching techniques, further enriching our math education. The goal is to guarantee that every student, including our English language learners, receives a math education that is both inclusive and rigorous, preparing them for success in an ever-evolving world that increasingly relies on strong mathematical skills.

School Overview

Newport Heights Elementary serves preschool through fifth grade students in southwest Bellevue. We believe that the diversity of our 447 students and their families is the foundation on which 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.

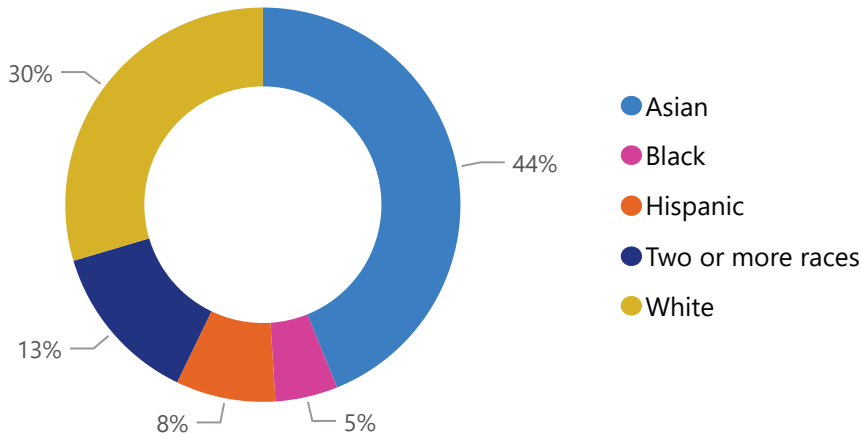
5225 119th Ave SE
Bellevue, WA 98006

<http://www.bsd405.org/newport>
425-456-5500
Edmond Wong

Programs Offered

Pacific (special education)

Racial Diversity



School & Student Characteristics ¹

Newport Heights Elementary School District Elementary Average ²

Enrollment (10/3/2022)	382	411
Average Attendance Rate	94%	94%
Eligible for Free/Reduced Price Meals	22%	21%
Receiving Special Education Services	13%	9%
English Language Learners	23%	25%
First Language Other Than English	37%	45%
Mobility Rate ₃	11%	16%

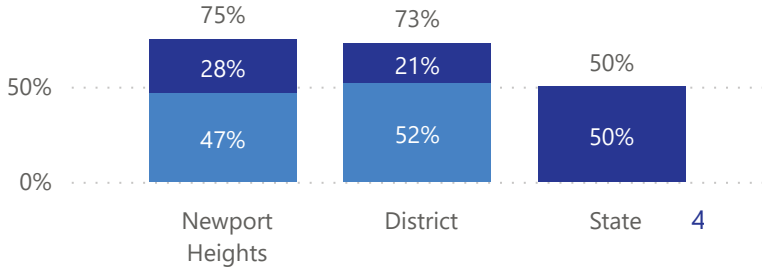
Summary of Student Achievement

State Assessment Results for Grades 3-5 (Spring 2023)

Percentage of Students Meeting / Exceeding Standards

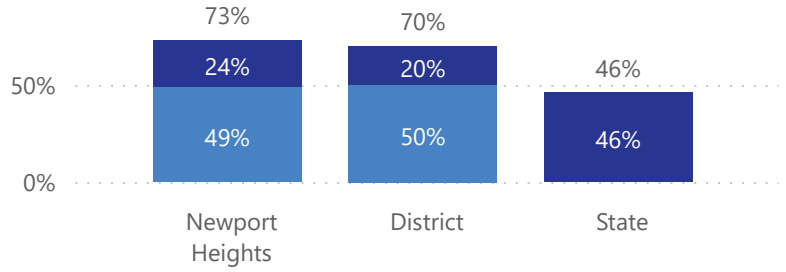
SBA: English Language Arts

● Exceeds Standards ● Meets Standards



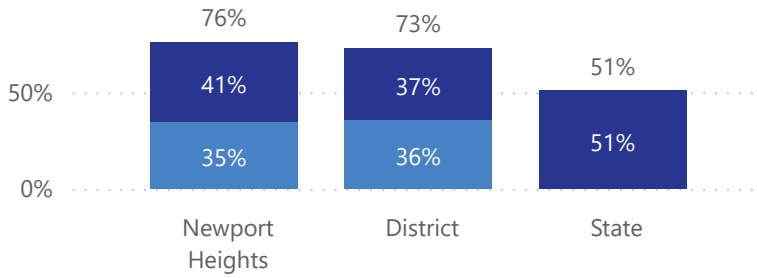
SBA: Math

● Exceeds Standards ● Meets Standards



WCAS: Science

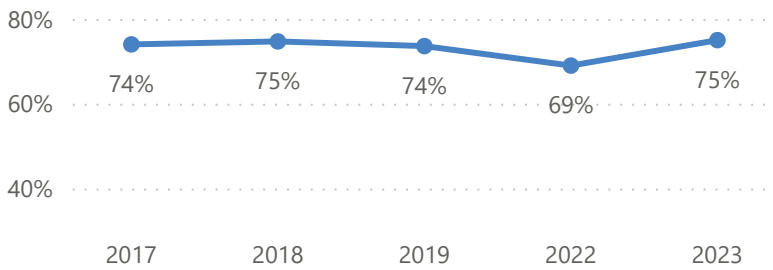
● Exceeds Standards ● Meets Standards



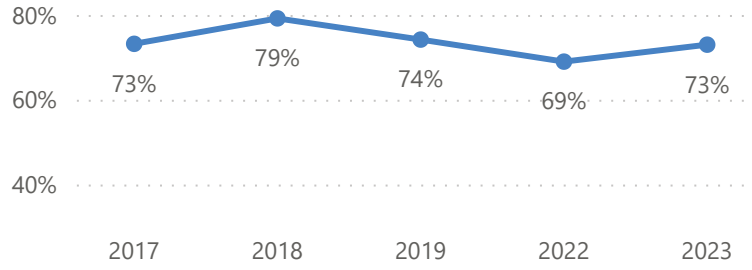
Newport Heights State Assessment Results for Grades 3-5

Percentage of Students Meeting Standards

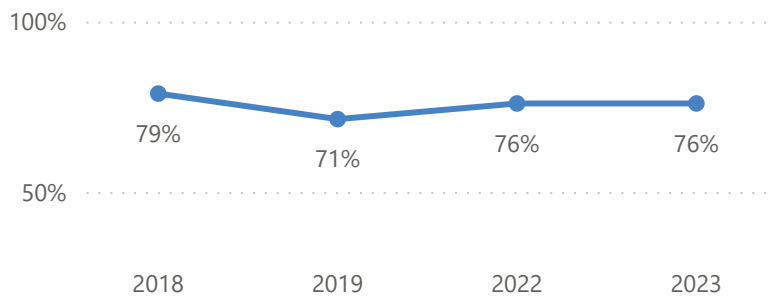
SBA: English Language Arts



SBA: Math



WCAS: Science



Glossary

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 3, 2022 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 State Assessment Results

State pass rate percentages combine "Meets Standard" and "Exceeds Standard."