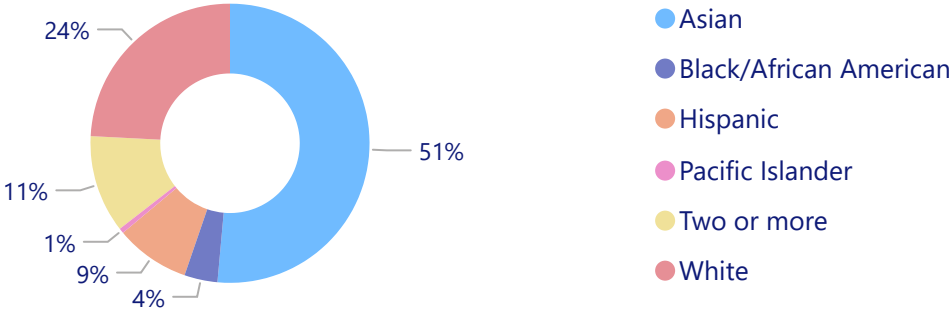


Newport Heights Elementary School

Racial Diversity



Enrollment: P-5

522

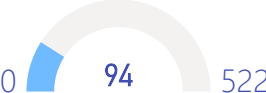
First Language Other Than English



Eligible for Free/Reduced Price Meals



English Language Learners

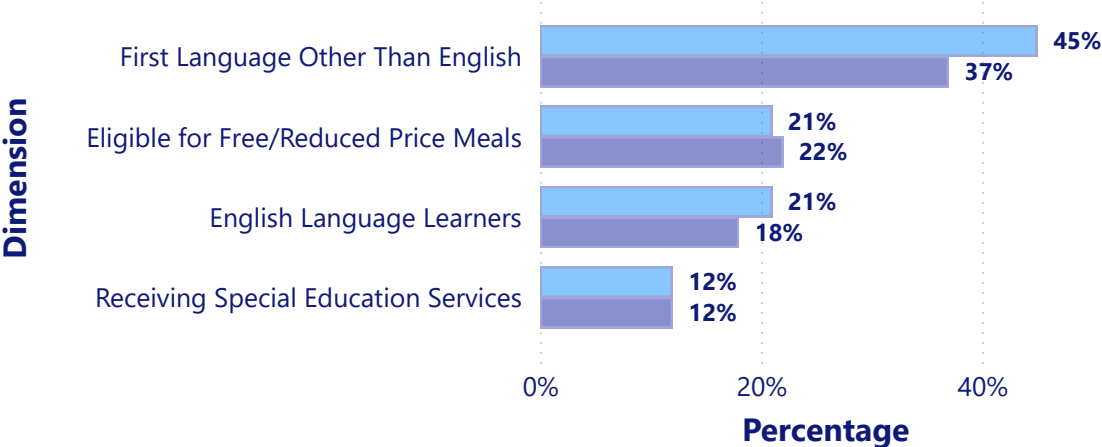


Receiving Special Education Services



School vs. District Student Metrics

● District Elementary Average ● Newport Heights Elementary School



Newport Heights Elementary School School Improvement Plan 2024-25

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Located in the historic Newport Hills neighborhood on the southern border of the Bellevue School District, Newport Heights Elementary is a diverse and vibrant school community. As a school, we offer an outstanding experience for students and families. We have an incredibly diverse student population, with 21% of NHE students speaking a first language other than English, including 33 different home languages.

Newport Heights Elementary currently draws students from a wide region with many of our families living in Newcastle and Renton but choosing to enroll their students in the Bellevue School District. A full twenty percent of our families live outside of our attendance boundary. This new enrollment serves to ensure that NHE continues to grow and thrive.

NHE is fortunate to house three programs that provide specialized education and care for students. The first is our Progress Academics Communication Independence Functional Focus Integration and Community (PACIFIC) program. Our educators provide neurodiverse students with essential tools for greater independence and success in everyday life. Our educators help students develop practical skills tailored to their unique needs, empowering them to navigate social interactions, express themselves more effectively, and perform daily tasks with confidence. By fostering personal growth and self-reliance, the Pacific program enhances students' quality of life and enables them to thrive their respective communities.

Also new to NHE this year is the opening of Special Education integrated preschool classrooms. Early intervention in special education during preschool is crucial for supporting a child's developmental and learning

needs. It helps identify challenges early, allowing for personalized support that can improve cognitive, social, and emotional skills. By addressing issues at a young age, children are more likely to reach key developmental milestones and succeed in later academic settings. Early intervention also fosters greater independence and confidence, helping children build a strong foundation for lifelong learning.

The 2024-25 school year is the first for our Korean Bilingual Program. This year we will open one Kindergarten classroom. As the program grows each year, additional grade levels will be added to accommodate the expansion. This unique program offers students numerous cognitive, academic, and social benefits. Learning in two languages enhances problem-solving skills, improves memory, and boosts creativity. It also fosters cultural awareness and empathy, allowing students to connect with their own Korean identity and/or diverse communities. Bilingual students often demonstrate greater adaptability and are better prepared for the global workforce, as they can communicate effectively in multiple 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.

We have an active and involved Parent Teacher Association (PTA) that includes dedicated volunteers and room parents for every classroom. This promotes effective communication and helps to build community among parents. They host various events, enhancing the academic experience and fostering a strong sense of community.

Finally, NHE is proud to offer our community two options for affordable before and after school childcare. We have both the Boys & Girls Clubs of Bellevue's afterschool program and care provided through the organization Right at School. Both programs serve approximately 150 students. School-based before and after-school care offers families a safe and structured environment for their children outside regular school hours. These programs provide students with academic support, enrichment activities, and opportunities for social interaction, helping them stay engaged and productive. For working parents and guardians, this care ensures reliable supervision, reducing stress and logistical challenges. Additionally, it fosters a sense of community by allowing students to form lasting friendships and build relationships with caring staff in a familiar setting.



School Improvement Plan Priorities

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School Improvement Plan Priorities

Our School Improvement Plan is aligned with the 2024-2029 Bellevue School District Strategic Plan and Sustainability Plan with a particular focus on student learning and engagement. Human-centered systems and collective leadership are foundational to our efforts to improve students' learning experiences.

Bellevue School District **Strategic Plan** Priorities:

Cultivating Student Engagement and Learning

We've ignited a passion for learning by putting student voice and agency at the heart of everything we do. With active, engaging learning experiences in every classroom, students are prepared to navigate and lead in the complex and ever-changing world.

Building Human-Centered Systems and Relationships

We envision a school and district community where every student, staff, and family member experiences a genuine sense of belonging. Our beloved community is thriving when the richness of diversity here is honored, valued, and integral to our learning. Together, we foster a more inclusive and connected environment.

Strengthening Collective Leadership for People and Planet

Together, we lead with inclusivity and equity! By aligning through shared principles and vision, we're ensuring coherence and collective ownership of our goals. Students, staff, and families co-create innovative solutions and implement sustainable plans for the future. We inspire each other to collectively lead the way for people and the planet.





Student Engagement and Learning

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Learning is joyful, innovative, and built upon student strengths. Passion for learning is ignited by placing student voice and agency at the heart of teaching and learning. With active, engaging, and culturally sustaining learning experiences, students learn to navigate and lead in the complex and ever-changing world.

Priority: Provide engaging, relevant learning experiences that center on student voice and agency

CURRENT LANDSCAPE

88% of non-MLL 3-5th graders without an IEP at NHE met standard on the 23-24 ELA SBA. (82% *demographically similar schools (DS))

61% of non-MLL students with an IEP met standard on the 23-24 ELA SBA. (39% DS)

60% of MLL students without an IEP met standard on the 23-24 ELA SBA. (46% DS)

82% of non-MLL 3-5th graders without an IEP at NHE met standard on the 23-24 Math SBA. (78% DS)

54% of non-MLL students with an IEP met standard on the 23-24 Math SBA. (37% DS)

64% of MLL students without an IEP met standard on the 23-24 Math SBA. (55% DS)

*Schools with demographics that are relatively close to Newport Heights and do NOT house an Advanced Learning program



On the Spring 2024 WIDA Access, 22/45 (49%) MLL students did not make expected growth from their 2023 spring scores. 13/45 (29%) made zero growth or regressed from 2023 to 2024.

Our MLL students responded positively to questions about their sense of belonging at a rate commensurate with all students who were surveyed. MLL students 75% vs. All students 74%



Our students receiving Free and Reduced Meals responded positively to questions about their sense of belonging at a rate commensurate with all students who were surveyed. Students on FRM 73% vs. All students 75%

Our students with IEPs responded positively to questions about their sense of belonging at a rate significantly lower when compared to all students surveyed. Students with an IEP 53% vs. All students 76%

On the end of year STAR screener given to all 3-5th grade students intended to predict proficiency on the summative SBA test for Math, 53% of students with IEPs, 57% of MLL students and 45% of students receiving Free and/or Reduced Meals performed significantly behind the overall average for meeting proficiency in Math (68%) on the STAR screener.

On the end of the year STAR screener given to all 3-5th grade students intended to predict proficiency on the summative SBA test for Reading, 67% of students with IEPs, 57% of MLL students, and 56% of students receiving Free and Reduced meals are significantly behind overall average for meeting proficiency in Reading (71%) on STAR screener.

On the Spring 2024 Panorama survey where all 3-5 grade students were surveyed on their feelings of belonging and their perception of school culture, our MLL students responded significantly less favorably to the questions:

“How often do you feel does your teacher want you to use thinking skills vs. memorizing information?” Newport Heights MLLs: 65% vs District average of 74%

“How clearly does your teacher explain things?” Newport Heights MLLs: 67% vs. District average of 77%

“Does your teacher have you explain your thinking in class?” Newport Heights MLLs: 74% vs. District average of MLLs: 92%



In Fall 2023, the staff interviewed focal students to gain an understanding of students’ connections to school. Trends were identified that students appreciate and want more time with adults at school. Other adults around the school (recess teachers, specialists) were also highlighted as important people in students’ lives. Teachers noted “students remember the non-academic aspects of school far more than the academic ones” and that “students want to connect with past teachers”.

Student Engagement and Learning Equity Imperative

Data summary:

The data above establishes that our MLL students and our students with IEPs performed well on the Smarter Balanced summative test in both reading and math when compared to schools with demographically similar profiles. Our MLL

students and students on our Free & Reduced meal plans feel a sense of belonging commensurate with the building average. Conversely, our students with an IEP reported a less developed sense of belonging when compared to the group average. Our MLL students responded less favorably to the questions on the Panorama survey that explored their perception of how clearly teachers explained content and teacher expectations for their participation in class. There are additional gaps in math and literacy proficiency when comparing the performance of our MLL students, students with IEPs, and our low-income students to all students at Newport Heights.

EQUITY IMPERATIVE

At Newport Heights Elementary, we are committed to ensuring that every student, regardless of background or ability, has the opportunity to thrive academically and socially. Our multilingual learners (MLLs) deserve to be challenged and empowered to express their ideas, and we will create more spaces for them to share their thinking and engage in meaningful, rigorous learning experiences. Similarly, our students with Individualized Education Programs (IEPs) must feel a true sense of belonging and connectedness to our school community. We are dedicated to fostering an inclusive environment where all students feel valued, supported, and given opportunities to succeed. By focusing on equitable teaching practices, collaboration with peers, and a commitment to high expectations, we will ensure that every learner has the opportunity to reach their full potential.

Key Improvement Strategies

Newport Heights Elementary will increase sense of belonging and instructional rigor through a pedagogy of belonging and strong positive and behavior and social emotional teaching practices.

Culturally Responsive Teaching

- Create an inclusive environment by incorporating students' diverse cultures and languages into the curriculum. We will accomplish this by affirming student knowledge and experiences and work to include relevant and personal experiences into lessons. This will be evident in how MLL students are able to take a position of leadership in a given lesson and use their stronger language or combination of languages when asked to demonstrate their knowledge.
- Connect academic content to students' real-world experiences to increase cognitive engagement and deepen understanding of complex concepts. We will accomplish this by integrating students' lived experiences. We will relate abstract concepts to students' personal lives. For example, for a science lesson on ecosystems, students could share their knowledge of local plants, animals, or cultural agricultural practices.

Social-Emotional Learning (SEL)

- Teach self-regulation, empathy, and collaborative skills to create a supportive classroom community. Focus on ensuring all classrooms are teaching evidence-based SEL curriculum.
- Use screening (e.g., DESSA, Panorama survey) and other assessments to identify small groups of students requiring targeted (Tier II) instruction and utilize our counselor to provide additional instruction to build social emotional competencies. This will occur during SEL instructional periods, lunch bunch groups, and/or other designated times of the day where our counselor can lead or co-lead a lesson with the classroom teacher.
- Develop a Tertiary team that has the expertise to coordinate and plan both targeted intervention and individualized (Tier III) intervention planning in support of teachers and students
- Provide professional development opportunities to build staff awareness and understanding of the impact of trauma on the brain and how learning and self-regulation is impacted.

Encourage Student Voice and Leadership

- Allow students to share their thinking and take leadership roles, ensuring that voices are heard and valued. Accomplish this by creating a Student Leadership Council to provide a venue and space for students to contribute to the planning and direction of learning and activities. Include representation from all grade levels,

K-5, with intention set to include representation from marginalized groups such as MLL students and students with IEPs.

Positive Behavior Interventions and Supports (PBIS)

- Use the Tiered Fidelity Inventory (TFI) to monitor Implementation of school-wide systems that promote positive or expected behavior. Teach expected behaviors in different school settings, reduce exclusionary disciplinary actions, and emphasize teaching the situational appropriateness of behaviors vs. “bad and good, right and wrong.”
- Increase the organization of expertise and teamwork with the goal of planning for students demonstrating challenging behavior.

Parent and Family Engagement

- Engage families in ways that respect linguistic and cultural differences by holding listening sessions with the intention of using the different perspectives of our families to find commonalities and set the direction and goals for our school.

Monitoring and Measuring Success

MONITORING SUCCESS	
	<p>Smarter Balanced Scores will show significant increase in the percentage of our MLL students and students with IEPs showing growth in both Reading and Math.</p>
	<p>Our MLL students will respond more positively to questions on the Panorama survey that are focused on assessing how often they are asked to explain their thinking and how clear their teachers give explanations.</p> <p>Our third, fourth and fifth grade students with IEPs will respond feeling a sense of belonging commensurate with the average of all students surveyed at Newport Heights Elementary on the Spring 2025 Panorama survey.</p> <p>We will have Office Discipline Referral (ODR) data to evaluate to better target intervention and to evaluate how well our systems are working in support of our PBIS goals and intentions.</p> <p>Cohort comparison data will show our MLL students who have previously taken the WIDA assessment will show significant growth on the March 2025 assessment, particularly in the domains of Speaking and Writing.</p> <p>Our MLL students will show an increase in Reading and Math growth on the STAR MOY and EOY screeners.</p>
	<p>Walkthroughs will show an increase in the prevalence of culturally responsive teaching strategies and increased engagement of our MLL students producing language through speaking and writing.</p> <p>Walkthroughs will show evidence of evidence-based Tier I SEL instruction and PBIS practices in place.</p>

Listening sessions with students with IEPs and MLL students and their families as this will serve to help set intentions and inform planning for family engagement and PBIS approaches to improving school climate.





Sustainability

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Priority: Engage students and stakeholders in the design and implementation of an environmental sustainability plan.

THE NEWPORT HEIGHTS GREEN TEAM CONSISTS OF STUDENTS & STAFF FROM EVERY GRADE LEVEL

Our custodian is also a member who assists us in facilitating, implementing, and attaining our goal.

Goal: Students and stakeholders will learn about waste reduction as a practice of environmental stewardship. We will try to reduce our landfill waste by 15%.

Actions: Students will learn about different kinds of waste and that we are/can be responsible for creating less.

We will measure our beginning of the year (BOY) cafeteria landfill waste in October 2024 to gather a measurable data point to commence with and communicate this to our school wide community. The City of Bellevue will assist us with this task.

To introduce our goal, we will teach global environmental vocabulary and concepts such as renewable versus permanent waste. Renewable waste in the context of the cafeteria is our compostables. Permanent waste is our landfill waste. We will set a percentage reduction goal based on the advice of the City of Bellevue.

Our strategies for educating our school wide community will vary and include preparation of two school wide assemblies, classroom presentations, weekly announcements, supervision of sorting cleanup in the lunchroom, cafeteria/hallway bulletin boards, family engagement opportunities, and a close study of the Earthshot category* “Build a Waste Free World,” ...etc.) The book “Earthshot: How to Save Our Planet” by Colin Butfield and Jonnie Hughes names five categories or areas of focus for our planet.

Monitoring will take place in the middle of the year (MOY) in February 2025 with the collection of another landfill waste weight by the City of Bellevue. We will compare it to the October weight and set a goal for reduction by the end of the year.

Improving our practices to continue to reduce cafeteria landfill waste will occur between February and June 2025 when we will collect an end of year (EOY) measurement. It will depend on our success to date as to how rigorous we will need to be to attain our goal.

In closing, we anticipate announcing and celebrating our accomplishment at the end of the school year.



A Note About Data

A variety of data sources are utilized to measure learning and success on goals. District leaders have worked with renowned educator, consultant, and author Shane Safir, on various sources for measuring learning and educational goals. In her work on educational equity and data-informed decision making, the terms "Street data," "Satellite data," and "Map data" refer to different types of information that provide varying perspectives on student learning and school improvement.

Street Data

"Street data" refers to qualitative, ground-level information that is gathered from direct interactions with students, families, and educators. This type of data is rich in context and personal experiences, often collected through empathy interviews, focus groups, observations, and other narrative methods. Street data captures the lived experiences, voices, and stories of those within the school community, offering deep insights into the nuances of school culture, student engagement, and individual learning journeys. It emphasizes the importance of understanding the human side of education and using this understanding to drive meaningful change.

Satellite Data

"Satellite data" represents quantitative, high-level information that provides a broad overview of school or district performance. This type of data includes standardized test scores, graduation rates, attendance figures, and other traditional metrics commonly used to assess academic achievement and operational efficiency. Satellite data offers a macro perspective, allowing educators and policymakers to identify trends, compare performance across different schools or districts, and make data-driven decisions at a systemic level. However, it often lacks the contextual depth needed to understand the underlying causes of these trends.

Map Data

"Map data" bridges the gap between street data and satellite data by providing a middle layer of information that combines both qualitative and quantitative elements. This type of data includes school climate surveys, formative assessments, student work samples, and other tools that offer a more detailed and contextualized view of student learning and school environments. Map data helps educators and leaders to connect the broad patterns observed in satellite data with the specific insights gained from street data, facilitating a more holistic and nuanced approach to school improvement and student support.

By integrating street data, satellite data, and map data, educators can develop a comprehensive understanding of their schools and communities, leading to more effective and equitable educational practices.



Satellite Data: Student Well-Being

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Student Well-Being

Student Groups	Sense of Belonging (Grades 3-5)		Student Engagement (Grades 3-5)	
	Spring 2024	Spring 2025	Spring 2024	Spring 2024
All Students	74%		80%	
Asian	75%		81%	
Black/African American	*		*	
Hispanic	79%		76%	
Multi-ethnic	80%		84%	
Native American	*		*	
Pacific Islander	*		*	
White	74%		81%	
Students with Disabilities	53%		59%	
English Learners	75%		75%	
Low Income	73%		78%	



Satellite Data: Literacy
Belong – Learn – Lead

The Smarter Balanced Assessment (SBA) is a state-required test used as one measure of students' proficiency in English Language Arts (ELA) and mathematics. The Smarter Balanced Assessment is aligned with the Common Core State Standards, utilizing computer-based tests and performance tasks.

Grade 3: Percentage of students meeting or exceeding standards on SBA English Language Arts					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grade 3	71%	78%	85%	82%	
Asian	84%	83%	96%	94%	
Black	*	*	*	*	
Hispanic	*	*	*	*	
Multi-Ethnic	87%	*	*	90%	
Native American	n/a	*	n/a	*	
Pacific Islander	n/a	*	n/a	*	
White	65%	80%	62%	78%	
Low Income	39%	54%	54%	57%	
English Learners	25%	62%	73%	71%	
Students with Disabilities	*	*	*	*	

Grade 4: Percentage of students meeting or exceeding standards on SBA English Language Arts					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grade 4	70%	70%	68%	76%	
Asian	78%	76%	79%	74%	
Black	*	*	*	*	
Hispanic	*	*	*	*	
Multi-Ethnic	67%	*	*	*	
Native American	n/a	n/a	*	n/a	
Pacific Islander	n/a	n/a	*	n/a	
White	71%	65%	70%	83%	
Low Income	43%	*	44%	53%	
English Learners	27%	*	40%	53%	
Students with Disabilities	*	*	*	*	

Grade 5: Percentage of students meeting or exceeding standards on SBA English Language Arts					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grade 5	77%	71%	81%	78%	
Asian	76%	73%	78%	74%	
Black	*	*	*	*	
Hispanic	*	*	*	*	

Multi-Ethnic	82%	70%	*	*	
Native American	n/a	n/a	*	n/a	
Pacific Islander	*	n/a	n/a	n/a	
White	79%	77%	91%	88%	
Low Income	47%	64%	60%	57%	
English Learners	19%	30%	*	30%	
Students with Disabilities	20%	33%	*	*	



Satellite Data: Math
Belong – Learn – Lead

Grade 3: Percentage of students meeting or exceeding standard on SBA Math					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024*	Spring 2025
All Grade 3	73%	80%	77%	81%	
Asian	84%	88%	79%	91%	
Black	*	*	*	*	
Hispanic	*	*	*	*	
Multi-Ethnic	87%	*	*	100%	
Native American	n/a	*	n/a	*	
Pacific Islander	n/a	*	n/a	*	
White	69%	80%	69%	78%	
Low Income	44%	69%	46%	57%	
English Learners	31%	62%	73%	67%	
Students with Disabilities	*	*	*	*	

Grade 4: Percentage of students meeting or exceeding standard on SBA Math					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024*	Spring 2025
All Grade 4	73%	73%	76%	76%	
Asian	83%	73%	88%	80%	
Black	*	*	*	*	
Hispanic	*	*	*	*	
Multi-Ethnic	73%	*	*	*	
Native American	n/a	n/a	*	n/a	
Pacific Islander	n/a	n/a	*	n/a	
White	71%	74%	75%	67%	
Low Income	53%	*	56%	53%	
English Learners	50%	*	70%	65%	
Students with Disabilities	*	*	*	*	

Grade 5: Percentage of students meeting or exceeding standard on SBA Math					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024*	Spring 2025
All Grade 5	74%	66%	74%	67%	
Asian	79%	87%	78%	76%	
Black	*	*	*	*	
Hispanic	*	*	*	*	
Multi-Ethnic	82%	70%	*	*	
Native American	n/a	n/a	*	n/a	
Pacific Islander	*	n/a	n/a	n/a	
White	77%	54%	77%	65%	
Low Income	31%	45%	50%	48%	
English Learners	41%	30%	*	40%	
Students with Disabilities	20%	17%	*	*	



Satellite Data: Attendance
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Regular school attendance is essential for high school students' success and future opportunities. Consistent attendance is linked to better academic performance, higher graduation rates, and greater career prospects, making it a critical component of a successful high school experience.

Attendance - % of Students Attending School Regularly (at school 90% of the time)

Student Groups	18-19 School Year (pre-pandemic)	23-24 School Year	2024-25 School Year
All students	95%	88%	
Asian	98%	91%	
Black	82%	85%	
Hispanic	91%	79%	
Multi-ethnic	95%	93%	
Native American	n/a	*	
Pacific Islander	*	*	
White	93%	87%	
Students with Disabilities	83%	74%	
English Learners	94%	90%	
Low Income	92%	79%	