Newport School District

School Improvement Plan 2024-25



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District Wide School Improvement Plan

2023 - 2024 State Assessments ELA: 36.8% | Math: 23.3% | Science: 38.8%

STRATTON ELEMENTARY	SADIE HALSTEAD	NHS
3rd ELA - 39%	5th ELA - 49%	10th ELA - 59%
4th ELA - 35%	6th ELA - 37%	
3rd MA - 39%	5th MA - 39%	10th MA - 35%
4th MA - 32%	6th MA - 22%	
	7th MA - 27%	
	8th MA - 23%	
	5th SCI - 66%	11th SCI - 62%
	8th SCI - 28%	

2024 - 2025 State Assessment Goals

STRATTON ELEMENTARY	SADIE HALSTEAD	NHS
3rd ELA - 44%	5th ELA - 40%	10th ELA - 60%
4th ELA - 40%	6th ELA - 54%	
3rd MA - 44%	5th MA - 38%	10th MA - 56%
4th MA - 37%	6th MA - 44%	
	7th MA - 26.0%	
	8th MA - 32%	
	5th SCI - 38.0%	11th SCI - 65%
	8th SCI - 38.0%	

Assessment

The Newport School District will improve the 2024 - 2025 Smarter Balanced Assessment scores. Our district aims to improve our assessment scores through a districtwide focus on improving staff capacity in the areas of:

- ➔ Navigation of the Washington Comprehensive Assessment Portal (WCAP) and Data literacy
- ➔ Coordinate district wide Professional Development focused on assessment and instructional improvement
  - ◆ Interim Block Assessment and Evaluation
  - ◆ Improving Instructional Strategies

Attendance

The Newport School District will improve their overall attendance by implementing and continuing to engage in the following strategies:

- ➔ Support funding for districting Student Engagement Coordinator
- ➔ Weekly attendance reviews with Student Engagement Coordinator, Building Principals, and Attendance Secretaries.
- ➔ Monitor district wide attendance trends

Social and Emotional Learning

The Newport School District always strives to improve the social and emotional aspect of our students' education. By focusing on our students' social and emotional growth we hope to reduce truancy, student discipline, and other barriers to student learning. We intend to improve Social and Emotional Learning by:

- ➔ Staff professional development on Social and Emotional Learning (SEL) and a review of the Office of the Superintendent of Public Instruction (OSPI) standards.
- ➔ The implementation of our District Wide Telehealth services.
- ➔ Continuing to focus on student voice through coordinated building and district wide activities.

Parent and Community Engagement

The Newport School District will improve parent and community engagement through the following:

- ➔ Continuing to fund Community Engagement Coordinators that coordinate and facilitate building parent engagement activities
- ➔ Fall community engagement survey
- ➔ Spring Center for Educational Effectiveness Survey
- ➔ Implement strategic plan activities

Stratton Elementary School Improvement Plan

2023 - 2024 State Assessments ELA: 36.8% Proficient | Math: 35.3% Proficient

SBA Spring 2024

2023-24	Level 1	Level 2	Level 3	Level 4
3rd ELA	34%	27%	21%	18%
3rd Math	40%	21%	24%	15%
4th ELA	44%	21%	21%	14%
4th Math	28%	39%	20%	13%

State Assess *Spring 2024 SBA*	iReady Math *Spring Final % At/Above GL*	Reading at Grade Level *As reported K-4 Lit Report*
3rd ELA -39% P 4th ELA - 35% P		K-47% 1-57% 2-54% 3-63% 4-48%
3rd MA - 39% P 4th MA - 32% P	K-77% 1-52% 2-52% 3-45% 4-30%	

2024 - 2025 Assessment Goals

Goal: Increase ELA and Math Proficiency by 5% +

Stratton Elementary students will be assessed at all grade levels, K-4, in the areas of ELA and Math. Teachers will use a cycle of continuous data analysis in order to adjust and drive instruction. Students' progress in ELA and Math will be monitored throughout the year with the final goal of increasing proficiency by 5% (see goal chart below).

State Assess *Spring 2025 SBA Goal*	iReady Math *Spring 2025 Final % At/Above GL*	Reading at Grade Level *Spring 2025 K-4 Lit Goal*
3rd ELA - 44% 4th ELA - 40%		K-52% 1-62% 2-59% 3-68% 4-43%
3rd MA - 44% 4th MA - 37%	K-82% 1-57% 2-57% 3-50% 4-35%	

Assessment

Stratton Elementary will improve the 2024 - 2025 Smarter Balanced Assessment scores, as well as iReady Math scores, and K-4 Reading proficiency. Our school aims to improve our assessment scores through a school wide focus on improving staff capacity in the areas of:

- ➔ Training for all Certificated Staff on accessing and analyzing SBA:
  - ◆ School wide focus on increasing proficiency: Each grade level focuses on areas of weakness as indicated by SBA data.
  - ◆ Writing K-4: Each grade level will be implementing the same supplemental writing program in order to increase writing proficiency.
- ➔ Training for all Certificated Staff on accessing and analyzing IAB data:
  - ◆ Use of IAB at 3rd and 4th grade for assessment and to improve test taking skills.
  - ◆ Implementation of school wide instructional strategies to address areas of need as indicated by interim data.
- ➔ Increase Certificated PLC time in order to allow teachers to engage in a cycle of continuous data analysis for the purpose of increasing student academic proficiency.
- ➔ Communicating with Families the importance of participating in the SBA process.

Attendance

Stratton Elementary will improve their overall attendance by implementing and continuing to engage in the following strategies:

- ➔ Weekly attendance meetings for the purpose of adding support to families with attendance barriers:
  - ◆ Assisting with transportation plans
  - ◆ Provide resources needed to aid in morning routines
- ➔ Incentives programs for daily attendance:
  - ◆ Class of the Week
  - ◆ Class of the Month
  - ◆ Individual attendance incentive plans

Social and Emotional Learning

Stratton Elementary always strives to improve the social and emotional aspect of our students' education. By focusing on our students' social and emotional growth we hope to reduce truancy, student discipline, and other barriers to student learning. We intend to improve Social and Emotional Learning by:

- ➔ Staff professional development on Social and Emotional Learning (SEL) and a review of the Office of the Superintendent of Public Instruction (OSPI) standards.
- ➔ Universal SEL supports K-4:
  - ◆ Second Steps: Social-Emotional Learning
  - ◆ Second Steps: Bullying Prevention
- ➔ Continuing Tiered Behavior Intervention Support:
  - ◆ The addition of TOSSA for student support
  - ◆ Behavior Intervention specialists to provide small group SEL lessons
  - ◆ School Counselor and School Social Worker support for students and families

Parent and Community Engagement

Stratton Elementary will improve parent and community engagement through the following:

- ➔ Working in conjunction with the PTO to support family activities and projects:
  - ◆ Family events
  - ◆ Student “Pawsitivity” awards
  - ◆ Field trips
  - ◆ Staff support
- ➔ Family Engagement Coordinator parent outreach:
  - ◆ Parent volunteer coordinator
  - ◆ Community and family communication
- ➔ Stratton-hosted family events and programs
- ➔ Implement the use of Parent Square to increase two-way communication with families

2023 - 2024 State Assessments ELA: 39.5% | Math: 27.75% | Science: 47%

2023-24	Level 1	Level 2	Level 3	Level 4
4th ELA	44%	21%	21%	14%
4th Math	28%	39%	20%	13%
5th Math	25%	36%	25%	14%
5th ELA	25%	27%	30%	19%
5th Science	19%	16%	52%	14%
6th Math	52%	26%	13%	9%
6th ELA	33%	30%	30%	7%
7th Math	44%	29%	17%	10%
7th ELA	32%	29%	27%	12%
8th Math	55%	22%	13%	10%
8th ELA	33%	33%	22%	11%
8th Science	53%	19%	22%	6%

2024 - 2025 State Assessment Goal:
To increase each grade level's student growth on the SBA spring assessment.

For example, looking at 7th grade ELA data above, those students are now in 8th grade. As 7th graders last year, 32% were at level 1, far below proficiency, and 29% were at level 2, below proficiency. Additionally, 27% were at level 3 meeting proficiency and 12% were at level 4 above proficiency. That said, we hope to see some level 1 students move to level 2, and level 2 students move to level 3, level 3 to level 4, and for all level 4's to maintain. In looking at their 8th grade data, we would hope to see fewer students in level 1 which could increase the percentage of students in level 2, but we would also hope to see level 2 students make growth and have more students in level 3, and also ensure we are not seeing students backslide.

Instruction & Assessment

SHMS aims to improve our assessment scores in order to see student growth. Multiple variables and factors impact student performance on summative assessments. We are focusing on improving staff capacity in the areas of:

- ➔ Data Literacy
  - ◆ Navigation of the Washington Comprehensive Assessment Portal (WCAP) as well as utilizing Interim Assessment Blocks (IABs) and Evaluation
  - ◆ Developing formative assessments within PLCs so teachers measure the progress students make in order to perform more effectively on the summative SBA
- ➔ Improving Instructional strategies by using common strategies school-wide
  - ◆ Strong lesson openings, referenced targets, and measurable exit tickets
- ➔ Motivating students and engaging families to find meaning with the assessment process
- ➔ Modifying instruction based on data from student progress
  - ◆ Adjusting scope and sequences from unit to unit and year to year
- ➔ PLCs & PD is focused and intentional for teachers using data to modify instruction

Attendance

SHMS will improve attendance by engaging in the following strategies:

- ➔ Increase regular attendance and decrease chronic absenteeism
  - ◆ Weekly attendance reviews and action plans with engagement coordinator and office staff
  - ◆ Making connections and communications with all students to increase attendance
- ➔ Increase timeliness to class
  - ◆ "No Tardy Parties" for leading classrooms

Social and Emotional Learning

Middle school years can be very challenging for students as they navigate the landscape of pre-adolescence. That said, we want to ensure our students have strategies for engaging in healthy relationships with others as well as tools for navigating conflict. Creating these opportunities for our students includes the following:

- ➔ Restorative Discipline practices and repair process for misbehaviors
  - ◆ When conflicts lead to others being offended, we have trained facilitators to lead through conversations to find repair between individuals and plans to move forward
- ➔ Classroom Community building
  - ◆ Daily with the First Five for brief but fun conversation starters
- ➔ Student voice: creating opportunities for students to feel heard
  - ◆ Increasing the number of students who feel like they have at least one caring adult who will listen to them
  - ◆ Community Circles monthly for students to have structured conversation within their advisory class

Parent and Community Engagement

Partnerships with parents and families are essential to our students' growth, learning, and well-being. SHMS promote these partnerships through:

- ➔ Continuing to fund Community Engagement Coordinators
- ➔ Monthly meetings with Marsh and Moser and provides parents the opportunity to:
    - ◆ See their child in their typical morning routine
    - ◆ Have an open and comfortable setting for meeting with the principal and dean
- ➔ Family Night in December and Year End family event
- ➔ Monthly PTO meetings and engaging the PTO in the decision-making process

Newport High School Improvement Plan

2023 - 2024 NHS State Assessments ELA: 59% | Math: 36% | Science: 62%

2023-24	Level 1	Level 2	Level 3	Level 4
10th ELA	19%	22%	35%	24%
10th Math	43%	22%	18%	18%
11th Science	16%	21%	54%	8%

2024 - 2025 NHS State Assessment Goals

ELA - For current 10th-grade students (2024-2025) who will take the ELA SBAC in spring of 2025, our goal is to support students scoring at high level 2, aiming to raise them to level 3 to improve the overall pass rate. We plan to increase the passing percentage from 45% to 60% passing. This goal is based on these students' 8th-grade scores from 2022-2023. We plan to increase high level 3 students to level 4 and maintain level 4 students at that level.

Math - For current 10th-grade students (2024-2025) who will take the Math SBAC in spring of 2025, our goal is to support students scoring at high level 2, aiming to raise them to level 3 to improve the overall pass rate. We plan to increase the passing percentage from 27% to 56% passing. This goal is based on these students' 8th-grade scores from 2022-2023. We plan to increase high level 3 students to level 4 and maintain level 4 students at that level.

Science - For the current 11th-grade students (2024-2025) who will take the Science SBAC in spring 2025, our goal is to support students scoring at levels 1 and 2, aiming to raise them to level 3 to improve the overall pass rate. We plan to increase the passing percentage from 40% to 70%. This goal is based on these students' 8th-grade scores from 2021-2022. We plan to increase high level 3 students to level 4 and maintain level 4 students at that level.

Assessment

Newport High School will improve the 2024-2025 Smarter Balanced Assessment scores. Our staff aims to improve our assessment scores through a district wide focus on improving staff capacity in the areas of:

- ➔ Navigation of the Washington Comprehensive Assessment Portal (WCAP) and Data literacy
- ➔ Interim Assessment Block and Evaluation
- ➔ Improving Instructional Strategies
- ➔ Focusing instruction based upon the data collected through IAB's and SBAC data.
- ➔ Professional Learning Communities focused on directly improving classroom instruction.

- ➔ Continued Professional Development planned and led by building level Instructional Learning Team.

Attendance

Newport High School aims to improve overall attendance by implementing a range of effective strategies. We will continue to actively engage in these approaches to encourage consistent attendance and support student success.

- ➔ Weekly attendance reviews with Student Engagement Coordinator, Building Principals, College & Career Specialist, Counselor/Social Worker, and Attendance Secretary.
  - ◆ Nudge Letters will be sent following a 3 Unexcused Absences (3UA) notification if additional communication is necessary.
  - ◆ After 7 Unexcused Absences (7UA), depending on the individual circumstances, an Engagement Meeting will be scheduled to further support the student and family, which may occur with or without a petition.
  - ◆ When necessary, we will conduct multiple meetings to provide ongoing support and resources tailored to the needs of the student and their family.
- ➔ Implementation of parent communication through the use of Attendance Zone Letters utilizing a Red, Yellow or Green code for the zones. This will be done monthly and at the end of each trimester.
  - ◆ Incentives will be awarded to Green Zone students at the end of each trimester.
- ➔ Increase timeliness to class (less tardies)
  - ◆ implementing 3 minutes of music in the hallways during the 4-minute passing periods.
  - ◆ teacher/staff communication with parents once a student hits 3 tardies to a class and each time after that.

Social and Emotional Learning

Newport High School is dedicated to enhancing the social and emotional well-being of our students. By prioritizing their social and emotional development, we aim to reduce truancy, minimize disciplinary issues, and eliminate other obstacles to learning. Our plans to strengthen Social and Emotional Learning include:

- ➔ Staff professional development on Social and Emotional Learning (SEL) and a review of the Office of the Superintendent of Public Instruction (OSPI) standards.
- ➔ The implementation of our District Wide Telehealth services.
- ➔ Continuing to focus on student voice and belonging.
  - ◆ This will be measured by the Student Voice and Belonging survey given each spring. The survey was created and implemented in Spring of 2022.
- ➔ Implementing monthly prevention and awareness topics focused on student wellness to create an inclusive school environment, reduce stigma around sensitive issues, and promote connection, positivity, and empathy.
  - ◆ Monthly prevention and awareness topics

Parent and Community Engagement

Newport High School will improve parent and community engagement through the following:

- ➔ Fall community engagement survey
- ➔ Increase parent participation in all parent/teacher conferences
  - ◆ Teacher communication to parents
  - ◆ Intervention group conferences with all teachers and parents
- ➔ Spring Center for Educational Effectiveness Survey
- ➔ Implement strategic plan activities
- ➔ Increase active parent/teacher communication utilizing the Parent Square App and Website.
- ➔ Continue to promote joining and being an active member of the Maws & Paws Booster Club
- ➔ Continued communication with all parents through weekly Grizzly Gram (GG) newsletter
  - ◆ GG sent through Parent Square
  - ◆ GG posted on social media
  - ◆ GG posted on the school website.

Newport School District Pend Oreille River School
School Improvement Plan

2023 - 2024 Pend Oreille River School State Assessments

2023-24	% Passing	2024 - 25 goals
10th ELA	< 19%	24%
10th Math	< 19%	24%
11th Science	31.8%	37%

Assessment

The Pend Oreille River School will improve the 2024-2025 Smarter Balanced Assessment scores by 5 percentage points in each area. Our staff aims to improve our assessment scores through a district wide focus on improving staff capacity in the areas of:

- ➔ Navigation of the Washington Comprehensive Assessment Portal (WCAP) and Data literacy
- ➔ Interim Assessment Block and Evaluation
- ➔ Improving Instructional Strategies
- ➔ Focusing instruction based upon the data collected through IAB's and SBAC data.
- ➔ Professional Learning Communities focused on directly improving classroom instruction.
- ➔ Continued Professional Development planned and led by building level Instructional Learning Team.

Attendance

The Pend Oreille River School aims to improve overall attendance from 70.9% attending 90% of the time to 80% attending 90% of the time by implementing a range of effective strategies. We will continue to actively engage in these approaches to encourage consistent attendance and support student success.

- ➔ Weekly attendance reviews with Student Engagement Coordinator, Building Principals, College & Career Specialist, Counselor/Social Worker, and Attendance Secretary
- ➔ Weekly attendance incentives
- ➔ Weekly progress check-ins and outreach if students are absent without communication
- ➔ Providing transportation personal to the student
- ➔ A culture of collaborative conflict resolution along with flexibility to change the method of coursework students are doing
- ➔ Engagement through prioritizing and expanding on students' interests

Social and Emotional Learning

Pend Oreille River School will improve the social and emotional well-being of our students as well as access to social and emotional support. Our plans to strengthen Social and Emotional Learning and access include:

- ➔ Staff professional development on Social and Emotional Learning (SEL) and a review of the Office of the Superintendent of Public Instruction (OSPI) standards.

- ➔ The implementation of our District Wide Telehealth services.
- ➔ Continuing to focus on student voice and belonging.
- ➔ Implementing monthly prevention and awareness topics focused on student wellness to create an inclusive school environment, reduce stigma around sensitive issues, and promote connection, positivity, and empathy.
    - ◆ Monthly prevention and awareness topics
- ➔ Daily social-emotional lessons in advisory
- ➔ Social-emotional small groups
- ➔ Weekly one-on-one check-ins with SAP
- ➔ Utilizing collaboration with local organizations - NHC, POCCS, YES, Family Crisis, Second Harvest Food Bank
- ➔ Supporting and organizing students' needs outside of the classroom - medical, mental health, seeking employment, obtaining IDs, driver's licenses, etc.
- ➔ Bringing in organizations and guest speakers
- ➔ Increasing self-worth and self-esteem through volunteer experiences and field trips that give life experiences
- ➔ Celebrating successes

Parent and Community Engagement

Pend Oreille River School will improve parent and community engagement through the following:

- ➔ Fall community engagement survey
- ➔ Increase parent participation in all parent/teacher conferences
    - ◆ Teacher communication to parents
    - ◆ Intervention group conferences with all teachers and parents
- ➔ Spring Center for Educational Effectiveness Survey
- ➔ Weekly newsletter communication sent in multiple ways
- ➔ Outreach to all parents individually to set up conferences
- ➔ Volunteer opportunities in the community
- ➔ Guest speakers from the community
- ➔ Collaboration with local businesses, individuals, and organizations to support students in a multitude of ways

Newport School District Home Link School Improvement Plan

2023 - 2024 Homelink State Assessments

2023-24	% Passing	2024 -25 Goals
4th ELA	< 25%	30%
5th ELA	45.5%	51%
6th ELA	16%	21%
7th ELA	21.4%	27%
8th ELA	< 17%	24%
10th ELA	43.8%	49%
4th Math	< 25%	30%
5th Math	< 27%	32%
6th Math	< 17%	22%
7th Math	< 21%	26%
8th Math	< 17%	22%
10th Math	< 19%	24%
5th Science	45.5%	51%
8th Science	< 17%	22%
11th Science	23.1%	29%

Assessment

Newport Home Link will improve the 2024-2025 Smarter Balanced Assessment scores by 5% for each assessment given in all areas. Our staff aims to improve our assessment scores through a district wide focus on improving staff capacity in the areas of:

- ➔ Navigation of the Washington Comprehensive Assessment Portal (WCAP) and Data literacy
- ➔ Interim Assessment Block and Evaluation
  - ◆ Parent and student learning blocks. We aim to teach parents about the test and how to best help their students handle testing times, processes, and practice applications.
- ➔ Improving Instructional Strategies
- ➔ Focusing instruction based upon the data collected through IAB's and SBAC data.
- ➔ Professional Learning Communities focused on directly improving classroom instruction.
- ➔ Continued Professional Development planned and led by building level Instructional Learning Team.

Social and Emotional Learning

Newport Home Link is dedicated to enhancing the social and emotional well-being of our students. By prioritizing their social and emotional development, we aim to reduce truancy, minimize disciplinary issues, and eliminate other obstacles to learning. Our plans to strengthen Social and Emotional Learning include:

- ➔ Staff professional development on Social and Emotional Learning (SEL) and a review of the Office of the Superintendent of Public Instruction (OSPI) standards.
- ➔ The implementation of our District Wide Telehealth services.
- ➔ Continuing to focus on student voice and belonging.
    - ◆ This will be measured by the Student Voice and Belonging survey, which is given each spring and was created and implemented in Spring 2022.
- ➔ Implementing monthly prevention and awareness topics focused on student wellness to create an inclusive school environment, reduce stigma around sensitive issues, and promote connection, positivity, and empathy.
    - ◆ Monthly prevention and awareness topics
- ➔ Supplemental classes, K-2, on developing relationships and emotional management will continue to be offered.
    - ◆ 3-8 grade classes will be offered in the 25-26 school year and beyond.

Parent and Community Engagement

Newport Home Link will improve parent and community engagement through the following:

- ➔ Fall Community Engagement survey
- ➔ Increase parent participation in all parent/teacher conferences
    - ◆ Teacher communication to parents
    - ◆ Intervention group conferences with all teachers and parents
- ➔ Spring Center for Educational Effectiveness Survey
- ➔ Implement strategic plan activities: Back to School Night, Student lead academic nights (Social Studies, Math, STEAM, Arts & Performance)
- ➔ Increase active parent/teacher communication utilizing Parent Square, Weekly Newsletter.
- ➔ Continue to promote joining and being an active Maws & Paws Booster Club member.
- ➔ Continued communication with all parents through School Data Systems on weekly contact and monthly progress reports.
- ➔ Continued monthly mentor teacher/family meetings to build relationships, check progress, and plan the progression of the yearly learning plan.



Newport School District Non-Discrimination Statement
Newport School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups.