

Juanita Elementary School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description: Juanita Elementary is a PK-5 school located in Kirkland, Washington, in the Juanita region. Students who attend Juanita move on to Finn Hill Middle School, and graduate from Juanita High School. Our core values are encapsulated in the characteristics we strive to help students embody and can be summarized in the acronym PRIDE (Problem Solving, Respect, Integrity, Diligence, and Empathy). Juanita Elementary School takes pride in fostering partnerships with parent organizations, local community leaders, and businesses, which help expand our student's world view and the opportunities they present. Our school partners with the Pantry Pack program to support families in need. In addition, our school also houses extra-curricular enrichment activities including visual arts, martial arts, guitar, yoga, wilderness skills, piano, chess, crafts, jazzercise, Lego Robotics, coding, and a variety of sports.

The staff at Juanita Elementary are passionate about upholding the belief that every student should have the opportunity to learn and succeed and are dedicated to providing high quality instruction and creating a positive school environment. Our staff has increased our focus around equity by engaging in activities and reflection of our own biases and those in our society. We have analyzed many data points such as test scores, grade report marks, attendance rates, and discipline data to identify areas of concern for historically marginalized students. Five times a year, our staff will be organizing PRIDE assemblies where we acknowledge and celebrate students in our school for their life skill success in demonstrating these characteristics. PRIDE: Problem Solving: I will use steps to find solutions and resolve conflicts; Respect: I will think and act in a positive way about myself, others, and the world around me; Integrity: I will be honest and do what is right; Diligence: I will work hard and not give up; Empathy: I will seek to understand the feelings and perspectives of others. These assemblies are also an opportunity where we can emphasize the teachings of the Social Emotional Second Step curriculum, used in every classroom and reinforced through class meetings and specialized classroom visits by the school counselor. We will continue to foster important life skills that make Juanita a wonderful place to grow, learn, and succeed!

Mission Statement: Every student will prepare to graduate and lead a rewarding, responsible life as a contributing member of our diverse society.

Demographics:¹

¹Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount.

	2016-17	2017-18	2018-19	
Student Enrollment (count)	405	404	389	
Racial Diversity (%)	American Indian/Alaskan Native	0.0	0.0	0.0
	Asian	12.8	15.4	15.4
	Black/African American	3.5	3.2	2.8
	Hispanic/Latino of any race(s)	18.5	16.3	18.3
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.0
	Two or more races	14.6	12.9	9.3
	White	50.6	52.2	54.2
Students Eligible for Free/Reduced Price Meals (%)	24.5	21.6	20.0	
Students Receiving Special Education Services (%)	19.6	17.6	19.0	
English Language Learners (%)	16.1	16.1	15.3	
Students with a First Language Other Than English (%)	26.2	28.0	26.5	
Mobility Rate (%) ²	18.5	17.6	17.0	

² Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

ACADEMIC PERFORMANCE DATA: LITERACY

READING: By Grade Level, DIBELS Assessment³

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	86	91	83
1 st Grade	76	78	85
2 nd Grade	78	76	74

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3 rd Grade	65	69	67
4 th Grade	67	72	70
5 th Grade	83	84	80

READING: By Group/Program, DIBELS Assessment⁴

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	91	94	93
Black/African American	-	-	-
Hispanic/Latino	65	60	58
Two or more races	84	83	93
White	84	84	83
English Learner	64	68	66
Low Income	58	55	56
Special Education	44	62	52

ELA: By Group/Program, Smarter Balanced Assessment⁵

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	91	75	76
Black/African American	-	-	-
Hispanic/Latino	46	57	61
Two or more races	71	77	68
White	79	84	78
English Learner	26	32	22
Low Income	57	62	51
Special Education	35	50	40

**ACADEMIC PERFORMANCE DATA:
MATH**

**ACADEMIC PERFORMANCE DATA:
SCIENCE**

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3 rd Grade	73	75	70
4 th Grade	62	68	72
5 th Grade	75	63	62

SCIENCE: By Grade Level, WCAS⁶

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5 th Grade	n/a	75	70

MATH: By Group/Program, Smarter Balanced Assessment⁵

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	91	94	76
Black/African American	-	-	-
Hispanic/Latino	44	41	49
Two or more races	74	77	74
White	76	74	77
English Learner	40	46	18
Low Income	60	50	37
Special Education	35	29	27

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	-	-
Black/African American	n/a	-	-
Hispanic/Latino	n/a	38	40
Two or more races	n/a	82	-
White	n/a	87	81
English Learner	n/a	45	-
Low Income	n/a	58	46
Special Education	n/a	58	-

 = Cohort Track

³ Based on DIBELS Next Assessment, End-of-Year Benchmark.

⁴ Grades K-2 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons. “American Indian/Alaskan Native” and “Native Hawaiian/Other Pacific Islander” not included in report due to fewer than 10 students in all categories.

⁵ Grades 3-5 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons.

⁶ WCAS = Washington Comprehensive Assessment of Science. Given only to 5th grade at the elementary level. Assessment first given in 2017-18.

ATTENDANCE DATA

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Kindergarten	87	91	88
1 st Grade	92	94	96
2 nd Grade	86	98	87
3 rd Grade	92	95	93
4 th Grade	91	95	89
5 th Grade	98	92	94

ATTENDANCE: By Group/Program⁷

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	93	100	87
Black/African American	92-	-	77
Hispanic/Latino	86	91	87
Two or more races	91	96	94
White	93	94	94
English Learner	89	92	92
Low Income	84	93	78
Special Education	90	91	85

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY⁸

	All Students	Asian	Black/African American	Hispanic/Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	77	-	-	53	76	85	29	61	42
Math Proficiency Rate (%)	71	-	-	43	76	77	40	56	31
ELA Median Student Growth Percentile ⁹	58.5	-	-	55	59	59	52	55	44.5
Math Median Student Growth Percentile	41.5	-	-	41	41	43	50.5	37.5	42.5
EL Progress Rate (%)	80	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	93	91	-	92	94	94	93	90	86

↘ = Cohort Track

⁷ Grades K-5 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons.

⁸ Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as “-” and not displayed due to privacy reasons.

⁹ Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

Priority #1		
Priority Area	English Language Arts/Literacy	
Focus Area	Reading (Language Use and Word Meanings)	
Focus Grade Level(s)	Grade K-5	
Desired Outcome	By Spring 2022, 85% of K-5 students will score at or above standard as measured by DIBELS (Grades K-2) and the ELA Smarter Balanced Assessment (Grades 3-5).	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)	
Data and Rationale Supporting Focus Area	Data analysis of our SBA scores from the past three years indicates that the area needing most attention is in the Reading Claim; specifically, in the areas of Language Use and Word Meanings. This was a trend across the grade levels.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Collaborate to horizontally and vertically align teaching strategies and routines for weekly Wonders vocabulary and phonics concepts.	Percentage of teachers collaborating vertically and horizontally on vocabulary and phonics instruction.
	K-5 grade level teams collaborate to ensure alignment of Wonders Instructional Routine Handbook with teaching practice.	Percentage of teachers implementing instructional routines from the Wonders handbook.
	Conduct Wonders teaching strategy review for vocabulary instruction and alignment.	Percentage of grade level teams identifying and implementing Wonders lesson components for vocabulary instruction.
	All K-2 students meet minimum weekly usage minutes for Lexia.	Online reports indicate % of students meeting minimum Lexia usage.
	K-5 teams teach the Wonders curriculum with fidelity and move phonics instruction from day three to day one.	Percentage of teachers teaching Wonders with fidelity, including daily phonics instruction.
	K-5 teachers integrate use of SIOP strategies with Wonders curriculum, targeting phonics and vocabulary.	Percentage of teachers implementing SIOP strategies taught through professional development.
	Implement the Wonders curriculum for vocab and phonics (morphemic skills) instruction.	Percentage of teachers implementing morphemic skills instruction.

	Use of graphic organizers such as word maps to help support vocabulary instruction.	Percentage of students engaged in using graphic organizers.
	Grade 3-5 teachers collaborate to analyze SBA IAB data and adjust instruction as needed.	Percentage of teachers analyzing data with team and identifying areas for additional instruction.
	Grade level teams identify parts of Wonders assessments that can be used to determine efficacy of vocab and phonics/word study instruction.	Percentage of teams accessing and analyzing assessments.
Timeline for Focus	Fall, 2019 - Spring, 2022	
Method(s) to Monitor Progress	Wonders weekly assessments. SBA Interims for progress monitoring. Semester Report Card Grades. SBA end of year data.	

Priority #2

Priority Area	Mathematics	
Focus Area	Concepts & Procedures	
Focus Grade Level(s)	Grade K-5	
Desired Outcome	By Spring 2022, 78% of Grade 3-5 students will score at or above standard, as measured by the Math Smarter Balanced Assessment.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)	
Data and Rationale Supporting Focus Area	Data analysis of our SBA scores from the past three years indicate that the area needing most attention is the Concepts & Procedures claim, specifically in the areas of multiplication and fractions.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	K-2 teachers will facilitate subitizing discussions in the classroom to enhance understanding of number relationships.	Percentage of teachers who frequently provide opportunities for students to practice subitizing.
	K-5 students will be explicitly taught how to appropriately use manipulatives.	Percentage of teachers who explicitly teach use of manipulatives.
	K-2 teachers will facilitate skip counting with students to help them identify patterns and increase proficiency in multiplication facts.	Percentage who frequently provide opportunities for students to practice skip counting.
	K-5 teachers will use Number Talks to facilitate student discussion of number relationships and problem-solving rationale.	Evidence of number talks in student math journals and on classroom anchor charts.
	K-5 teachers will use Quick Images to teach arrays, number sense, and subtraction.	Percentage who frequently provide opportunities for students to use Quick Images.
	K-5 Students will have opportunity for research-based Math technology integration, given time to use DreamBox and ALEKS.	Percentage of students meeting minimum usage requirements in DreamBox and ALEKS.
	All teachers integrate SIOP strategies within their math instruction.	Percentage of teachers implementing SIOP strategies taught through professional development.
	K-5 teachers will commit to professional development around Number Talks in order to develop number sense.	Teachers select a minimum of one item from building-created menu of Professional Development opportunities connected to Number Talks.
	Grades 3-5 level teams will gauge student progress on CCSS by using SBA IAB.	Online reports indicating SBA IAB usage.

Timeline for Focus	Fall, 2019 - Spring, 2022
Method(s) to Monitor Progress	Common District Summative Assessments. SBA Interims for progress monitoring. Semester Report Card Grades. SBA end of year data.

Priority #3

Priority Area	Social and Emotional	
Focus Area	Resilience	
Focus Grade Level(s)	Grade K-5	
Desired Outcome	By Spring 2022, 60% of K-5 students will respond favorably that students are able to pull themselves out of a bad mood, as measured by the Grade 3-5 Panorama Survey and the modified K-2 Social Emotional Survey.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)	
Data and Rationale Supporting Focus Area	Analyzing results from the Panorama Survey and the modified K-2 Social Emotional Survey taken in Fall 2018 (43% of students answered favorably) and Spring 2019 (40% of students answered favorably), there is indication for need of more support in the area of resilience (how frequently students are able to pull themselves out of a bad mood).	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Both staff and students engage in mindfulness activities.	Percentage of classrooms engage in Mindfulness Monday activity from School Culture Committee.
	Counselor and K-5 teachers teach lessons about emotional regulation.	Counselor and percentage of teachers using Second Step, Positive Discipline, and supplemental materials.
	Grades 3-5 administer Panorama Survey and K-2 takes a modified Social Emotional survey.	Percentage of grade 3-5 Panorama surveys and K-2 surveys completed by students.
	K-5 teachers explicitly teach calm down strategies and practice with students on a weekly basis.	Percentage of teachers teaching calm down strategies and practicing with students on a weekly basis.
	K-5 teachers model and teach about having a growth mindset.	Percentage of teachers explicitly teaching growth mindset concepts.
	Ensure that K-5 students know where the calm down spaces are and how to access them in every area of the building.	Percentage of spaces in the building that have a designated calm down space. Percentage of students who can identify the calm down spaces in every area of the building.
	K-5 teachers frequently hold class meetings to develop students problem-solving skills.	Classrooms frequently implement class meetings focused on problem solving.
	Occupational Therapist, Counselor, and Special Education Teacher provide training on sensory seeking behaviors and calm down strategies.	Percentage of staff attending training.
Timeline for Focus	Fall, 2019 - Spring, 2022	

Method(s) to Monitor Progress	Counselor's emotional regulation lesson schedule. Panorama Surveys twice per school year (October and May/June results). Modified K-2 Social Emotional Survey.
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Priority #4		
Priority Area	Supportive Learning Environment	
Focus Area	Respect	
Focus Grade Level(s)	Grade K-5	
Desired Outcome	By Spring 2022, 30% of participating staff members will indicate that they believe students respect those who are different from themselves as measured by the Nine Characteristics Survey.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)	
Data and Rationale Supporting Focus Area	The results of the 2019 Nine Characteristics Survey indicated that only 15% of staff members agree completely that students respect those who are different from them. It is important that all students feel respected and have a positive school experience.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Staff members model adult to adult and adult to student respect.	Percentage of staff members modeling respect.
	Staff members provide specific praise to students demonstrating PRIDE characteristics via Jag Brags.	Number of Jag Brags turned in per staff member.
	K-5 students are taught how to provide praise to one another.	Percentage of students observed providing praise during class meetings, compliment circles, and in unstructured school environments.
	Administer Nine Characteristics Survey.	Percentage of staff members completing Nine Characteristics survey. Percentage of staff agree completely that students respect those who are different from themselves.
	Staff intentionally provides varied opportunities to share and celebrate unique differences.	Number of opportunities students have to share and celebrate unique differences.
	Professional development on equitable practices and talking to children about race.	Percentage of teachers talking with children about race. Percentage of teachers talking with children about accepting differences.
	Timeline for Focus	Fall, 2019 - Spring, 2022
Method(s) to Monitor Progress	Nine Characteristics Survey (administered yearly). Staff Survey on implementation of Action Items and questions related to students showing one another respect. Number of Jag Brags received for "Respect."	

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to “integrate technology literacy and fluency” in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Fall data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

- Digital Citizenship
- Integrating core instructional technologies
- Utilizing digital tools to enhance learning
- Applying Ed Tech Learning Standards
- Embedding digital citizenship & media literacy

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was met for ELA and met for mathematics.

Strategies the school is using to meet participation requirements include:

- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school’s date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

COMMUNITY ENGAGEMENT PLAN

As a district of doers, learners, and believers, our “why” drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.¹⁰ The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	Principal/PTA Coffee Talk: discuss family engagement and generate strategies to achieve our SIP goals.	First Coffee Talk of each school year
	Administer Parent Engagement Survey on paper and online (using QR code).	Fall 2019, 2020, 2021
	Ongoing collection of feedback from stakeholders.	Fall, 2019 – Spring 2022
	Invitation for parents to provide feedback in the development of the SIP during our first and last PTA meetings of the school year.	First and last PTA meetings of each school year (2019-2022)
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Post the SIP on our school website in several languages.	Every January
	Share a link to the SIP in the Cat Tracks Newsletter.	Biweekly newsletter
	Principal/PTA Coffee Talk: discuss family engagement and generate strategies to achieve our SIP goals.	Multiple Coffee Talks
	Parent Engagement Survey with goals and potential strategies listed.	Fall 2019, 2020, 2021

¹⁰ LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r>