Juanita Elementary School

School Improvement Plan

Annual Update: 2020-21

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 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]

		2016-17	2017-18	2018-19	2019-20
Student Enrollment (count)		412	413	389	402
Racial Diversity (%)	American Indian/Alaskan Native	0.0	0.0	0.0	0.0
	Asian	12.1	15.7	15.4	14.9
	Black/African American	3.4	3.1	2.8	3.0
	Hispanic/Latino of any race(s)	18.7	16.7	18.5	18.2
	Native Hawaiian/Other Pacific Islander	0.0	0.2	0.0	0.2
	Two or more races	14.8	13.1	9.3	9.0
	White	51.0	51.1	54.0	54.7
Students Eligible for Free/Reduced Price Meals (%)		26.5	23.7	21.1	18.2
Students Receiving Special Education Services (%)		18.4	18.4	18.3	15.9
English Language Learners (%)		16.5	15.0	15.2	14.2
Students with a First Language Other Than English (%)		26.2	28.0	26.5	29.7

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[1]Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Students included in program count (FRL, SpEd, EL) if enrolled on October 1 and receiving services at any time during that school year.

ACADEMIC PERFORMANCE DATA: LITERACY

READING: By Grade Level, DIBELS Assessment[2]

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Kindergarten	86	91	83	n/a
1st Grade	76	78	85	n/a
2nd Grade	78	76	74	n/a

ELA: By Grade Level, Smarter Balanced Assessment

Grade		Percent at or above standard			
		2016-17	2017-18	2018-19	2019-20
3rd Grade		65	69	67	n/a
4th Grade		67	72	70	n/a
5th Grade		83	84	80	n/a

READING: By Group/Program, DIBELS Assessment[3]

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	91	94	93	n/a
Black/African American	-	-	-	n/a
Hispanic/Latino	65	60	58	n/a
Two or more races	84	83	93	n/a
White	84	84	83	n/a
English Learner	64	68	66	n/a
Low Income	58	55	56	n/a
Special Education	44	62	52	n/a

ELA: By Group/Program, Smarter Balanced Assessment[4]

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	91	75	76	n/a
Black/African American	-	-	-	n/a
Hispanic/Latino	46	57	61	n/a
Two or more races	71	77	68	n/a
White	79	84	78	n/a
English Learner	26	32	22	n/a
Low Income	57	62	51	n/a
Special Education	35	50	40	n/a

ACADEMIC PERFORMANCE DATA: MATH

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
3rd Grade	73	75	70	n/a
4th Grade	62	68	72	n/a
5th Grade	75	63	62	n/a

ACADEMIC PERFORMANCE DATA: SCIENCE

SCIENCE: By Grade Level, WCAS[5]

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
5th Grade	n/a	75	70	n/a

MATH: By Group/Program, Smarter Balanced Assessment[5]

= cohort track
n/a = not available

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	91	94	76	n/a
Black/African American	-	-	-	n/a
Hispanic/Latino	44	41	49	n/a
Two or more races	74	77	74	n/a
White	76	74	77	n/a
English Learner	40	46	18	n/a
Low Income	60	50	37	n/a
Special Education	35	29	27	n/a

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	n/a	-	-	n/a
Black/African American	n/a	-	-	n/a
Hispanic/Latino	n/a	38	40	n/a
Two or more races	n/a	82	-	n/a
White	n/a	87	81	n/a
English Learner	n/a	45	-	n/a
Low Income	n/a	58	46	n/a
Special Education	n/a	58	-	n/a

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[2] Based on DIBELS Next Assessment, End-of-Year Benchmark.

[3] 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.

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

[5] 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	2019-20
Kindergarten	87	91	88	n/a
1st Grade	92	94	96	n/a
2nd Grade	86	98	87	n/a
3rd Grade	92	95	93	n/a
4th Grade	91	95	89	n/a
5th Grade	98	92	94	n/a

ATTENDANCE: By Group/Program[6]

Group/Program	Percent avoiding chronic absenteeism			
	2016-17	2017-18	2018-19	2019-20
Asian	93	100	87	n/a
Black/African American	92-	-	77	n/a
Hispanic/Latino	86	91	87	n/a
Two or more races	91	96	94	n/a
White	93	94	94	n/a
English Learner	89	92	92	n/a
Low Income	84	93	78	n/a
Special Education	90	91	85	n/a

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[7]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	75	79	-	58	71	82	28	59	41
Math Proficiency Rate (%)	71	86	-	47	74	76	35	51	30
ELA Median Student Growth Percentile[8]	57.5	78.5	-	55.5	66	53	52.5	53.5	51
Math Median Student Growth Percentile	45	43.5	-	49	48	43	53.5	37.5	48
EL Progress Rate (%)	81	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	92	93	88	89	94	93	92	86	91

> ⬊ = cohort track
> n/a = not available

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[6] Grades K-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[7] Washington School Improvement Framework measures compile data across three years (2017-2019) 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.

[8] 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 over a three-year period. In the current remote learning setting, our efforts will be focused on the strategies marked with an *asterisks.

Priority #1	
Priority Area	English Language Arts/Literacy
Focus Area	Reading (Language Use and Word Meanings)
Focus Grade Level(s)	K-5
Desired Outcome	By Spring 2022, 85% of K-5 students will score at or above standard as measured by FastBridge (Grades K-5) 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.	% 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.	% of teachers implementing instructional routines from the Wonders handbook.
	Conduct Wonders teaching strategy review for vocabulary instruction and alignment.	% of grade level teams identifying and implementing Wonders lesson components for vocabulary instruction.
	All K-5 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 3 to day 1.	% of teachers teaching Wonders with fidelity, including daily phonics instruction.
	Implement the Wonders curriculum for vocab and phonics (morphemic skills) instruction.	% of teachers implementing morphemic skills instruction.
	Use of graphic organizers such as word maps to help support vocabulary instruction	% of students engaged in using graphic organizers.

	Grade 3-5 teachers collaborate to analyze SBA IAB data and adjust instruction as needed.	% 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.	% 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.	

<div align="center">**Priority #2**</div>

Priority Area	Mathematics
Focus Area	Concepts & Procedures
Focus Grade Level(s)	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.	% of teachers who frequently provide opportunities for students to practice subitizing.
	K-5 Students will be explicitly taught how to appropriately use manipulatives.	% 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.	% 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.	% 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.	% of students meeting minimum usage requirements in DreamBox and ALEKS.
	All teachers integrate SIOP strategies within their math instruction.	% 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)	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.	% of classrooms engage in Mindfulness Monday activity from School Culture Committee.
	Counselor and K-5 teachers teach lessons about emotional regulation.	Counselor and % 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.	% of 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.	% 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.	% 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.	% of spaces in the building that have a designated calm down space % 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.	% 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.

Priority #4	
Priority Area	Supportive Learning Environment
Focus Area	Respect
Focus Grade Level(s)	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.	% 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.	% of students observed providing praise during class meetings, compliment circles, and in unstructured school environments.
	Administer Nine Characteristics Survey.	% of staff members completing Nine Characteristics survey % of staff agree completely that students respect those who are different from themselves.
	Staff intentionally provides varied opportunities to share and celebrate unique differences.	# of opportunities students have to share and celebrate unique differences.
	Professional development on equitable practices and talking to children about race.	% of teachers talking with children about race. % 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
☒Teaching digital learning in both traditional and remote learning settings

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 2019. During that year, the participation rate was not met.

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.

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.[9] 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.

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[9] LWSD's policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265