



Juanita Elementary

School Improvement Plan

Annual Update: 2021-22

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.¹

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 while 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 & 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 and PurposeFull People, 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.*

¹ LWSD School Board Approval on <insert date>

Demographics:²

| | | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|--|--|---------|---------|---------|---------|
| Student Enrollment (count) | | 413 | 389 | 396 | 365 |
| Racial Diversity (%) | American Indian/Alaskan Native | 0.0% | 0.0% | 0.0% | 0.3% |
| | Asian | 15.7% | 15.4% | 14.9% | 17.8% |
| | Black/African American | 3.1% | 2.8% | 2.8% | 3.6% |
| | Hispanic/Latino of any race(s) | 16.7% | 18.5% | 18.2% | 15.1% |
| | Native Hawaiian/Other Pacific Islander | 0.2% | 0.0% | 0.3% | 0.3% |
| | Two or more races | 13.1% | 9.3% | 10.4% | 8.8% |
| | White | 51.1% | 54.0% | 53.5% | 54.2% |
| Students Eligible for Free/Reduced Price Meals (%) | | 23.7% | 21.1% | 18.4% | 15.6% |
| Students Receiving Special Education Services (%) | | 18.4% | 18.3% | 17.4% | 18.9% |
| English Language Learners (%) | | 15.0% | 15.2% | 14.1% | 15.9% |

² Enrollment and racial diversity based on annual October 1 headcount and includes any Preschool-Gr 12 enrollment. Students included in program count (FRL, SpEd, EL) if enrolled on October 1 and receiving services at any time during that school year.

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) | Grades K-5 | | | | | | | | | | | | | | |
| Desired Outcome | By Spring 2022, 85% of K-5 students will score at or above standard as measured by FastBridge (Grades K-2) and the ELA Smarter Balanced Assessment (Grades 3-5). | | | | | | | | | | | | | | |
| Alignment with District Strategic Initiatives | MTSS | | | | | | | | | | | | | | |
| Alignment with Characteristics of Effective Schools | Frequent Monitoring of Learning and Teaching | | | | | | | | | | | | | | |
| Data and Rationale Supporting Focus Area | Data analysis of our SBA scores from prior years indicates that the area needing the 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 | <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Action</th> <th style="width: 50%;">Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td>Collaborate to horizontally and vertically align teaching strategies and routines for weekly Wonders vocabulary and phonics concepts.</td> <td>% of teachers collaborating vertically and horizontally on vocabulary and phonics instruction.</td> </tr> <tr> <td>K-5 grade level teams collaborate to ensure alignment of Wonders Instructional Routine Handbook with teaching practice.</td> <td>% of teachers implementing instructional routines from the Wonders handbook.</td> </tr> <tr> <td>Conduct Wonders teaching strategy review for vocabulary instruction and alignment.</td> <td>% of grade level teams identifying and implementing Wonders lesson components for vocabulary instruction.</td> </tr> <tr> <td>All K-5 students meet minimum Lexia usage requirements (45mins per week).</td> <td>Online reports indicate % of students meeting minimum Lexia usage.</td> </tr> <tr> <td>K-5 teams teach the Wonders curriculum with fidelity and prioritize phonics.</td> <td>% of teachers teaching Wonders with fidelity, including daily phonics instruction.</td> </tr> <tr> <td>K-5 teachers integrate use of SIOP strategies with Wonders curriculum, targeting phonics and vocabulary.</td> <td>% of teachers implementing SIOP strategies taught through professional development.</td> </tr> </tbody> </table> | 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 Lexia usage requirements (45mins per week). | Online reports indicate % of students meeting minimum Lexia usage. | K-5 teams teach the Wonders curriculum with fidelity and prioritize phonics. | % 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. | % of teachers implementing SIOP strategies taught through professional development. |
| | 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 Lexia usage requirements (45mins per week). | Online reports indicate % of students meeting minimum Lexia usage. | | | | | | | | | | | | | |
| | K-5 teams teach the Wonders curriculum with fidelity and prioritize phonics. | % 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. | % of teachers implementing SIOP strategies taught through professional development. | | | | | | | | | | | | | | |

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| | 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 K-5 teachers collaborate to analyze assessment 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 assessment data to determine efficacy of vocab and phonics/word study instruction. |
| | K-2 teams implement Heggerty curriculum. | % of teams implementing Heggerty curriculum. |
| | 3-5 teams implement Words Their Way, in alignment with Wonders. | % of teams implementing Words Their Way curriculum. |
| Timeline for Focus | Fall, 2019 - Spring, 2022 | |
| Method(s) to Monitor Progress | <ul style="list-style-type: none"> • Wonders weekly assessments • Fastbridge • Semester Report Card Grades • SBA end of year data | |

Priority #2

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| Priority Area | Mathematics | |
| Focus Area | Concepts & Procedures | |
| Focus Grade Level(s) | Grades 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 | MTSS | |
| Alignment with Characteristics of Effective Schools | Frequent Monitoring of Learning and Teaching | |
| Data and Rationale Supporting Focus Area | Data analysis of our SBA scores from prior years indicate that the area needing the 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-5 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. | % of students who frequently engage in number talks. |
| | K-5 Students will have opportunity for research-based Math technology integration, meeting minimum DreamBox usage requirements. | % of students meeting minimum usage requirements in DreamBox. |
| | All teachers integrate SIOP strategies within their math instruction. | % of teachers implementing SIOP strategies. |
| | K-5 teachers will participate in professional development opportunities for Illustrative Math (new math curriculum). | % of K-5 teachers participating in professional development opportunities for Illustrative Math (new math curriculum). |
| | K-5 teachers collaborate to analyze assessment data and adjust instruction as needed. | % of teachers analyzing data with team and identifying areas for additional instruction. |

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| Timeline for Focus | Fall, 2019 - Spring, 2022 |
| Method(s) to Monitor Progress | <ul style="list-style-type: none">• Common District Summative Assessments• Fastbridge• Semester Report Card Grades• SBA end of year data |

Priority #3

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| Priority Area | Social and Emotional | |
| Focus Area | Resilience | |
| Focus Grade Level(s) | Grades 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 | Inclusion | |
| Alignment with Characteristics of Effective Schools | Supportive Learning Environment | |
| 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 an indication of the need for 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 classroom and whole school 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, PurposeFull People, Positive Discipline, Zones of Regulation, and/or 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 daily. | % of teachers teaching calm down strategies and practicing with students daily. |
| | 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 | % of staff attending training. |

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|---|--|---|--|
| | <table border="1"> <tr> <td>seeking behaviors and calm down strategies.</td> <td></td> </tr> </table> | seeking behaviors and calm down strategies. | |
| seeking behaviors and calm down strategies. | | | |
| Timeline for Focus | Fall, 2019 - Spring, 2022 | | |
| Method(s) to Monitor Progress | <ul style="list-style-type: none"> • Counselor’s emotional regulation lesson schedule. • Panorama Surveys twice per school year (October and May/June results). • Modified K-2 Social Emotional Survey. | | |

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 instruction.
Core instructional technologies include Microsoft tools, SMART Technologies, and classroom footprint technologies.
2. Utilizing digital tools to enhance the learning process and ensure access to content.
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) and Technology Integration Specialist to identify training needs based on the TIF program goals. The BIT plan identifies year-long goals and plans for providing professional learning to meet training needs. Beginning and end of year Technology Integration survey data informs the personalization of individual school plans in alignment with strategic efforts.

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

- Digital Citizenship
- Integrating core instructional technologies within instruction
- Utilizing digital tools to enhance learning and ensure student access to content
- Applying Ed Tech Learning Standards across content areas

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.

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.³ The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

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| 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. | Coffee Talk in the Fall of each school year. |
| | Administer Parent Engagement Survey on paper and online. | 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 |

³ LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>