



Juanita Elementary

School Improvement Plan

Annual Update: 2022-23

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 and students organize 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, Kelso's Choice, 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.*

2022-23 PRIORITIES AT A GLANCE

¹ LWSD School Board Approval on <insert date>

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Math	Number Sense (Concepts & Procedures)	By Spring of 2026, 80% of 3 rd -5 th Grade students will score at or above standard as measured by FastBridge (Grades K-2) and the Math Smarter Balanced Assessment (Grades 3-5).
2	ELA	Reading (Phonics & Fluency)	By Spring 2026, 82% 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).
3	SEL	Regulating Emotions & Black Students in Special Education	By Spring of 2026, Panorama data will show an increase from 48% to 60% of students who indicate that they can regulate their emotions. By Spring of 2026, Juanita Elementary's risk index for Black students in special education will decrease from 23% to 15%.

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	Mathematics	
Focus Area	Number Sense, Computation and Fluency (Claim 1 – Concepts and Procedures SBA)	
Focus Grade Level(s) and/or Student Group(s)	Grades K-5	
Desired Outcome	By Spring of 2026, 80% of 3 rd -5 th Grade students will score at or above standard as measured by FastBridge (Grades K-2) and the Math Smarter Balanced Assessment (Grades 3-5).	
Alignment with District Strategic Initiatives	Inclusion	
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 area of multiplication.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	K-5 teachers will plan for math centers focused on building number sense.	% of teachers who use number sense centers weekly.
	K-5 teachers will facilitate skip counting with students to help them identify patterns and increase proficiency in multiplication facts.	% of teachers who frequently provide opportunities for students to practice skip counting.
	K-5 students will utilize research-based Math technology integration, meeting minimum DreamBox usage requirements.	% of students meeting minimum usage requirements in DreamBox.
	K-5 teachers participate in professional development about UDL and design instruction using elements of UDL to plan for the use of differentiated instruction and flexible grouping in mathematics.	% of teachers using elements of UDL to plan for the use of differentiated instruction and flexible grouping in mathematics.
	K-5 teachers will use data from iM Unit Assessments and Cool Down Sections to evaluate	% of teachers using student data to inform instruction using elements of UDL.

	student performance, reflect on the outcomes, and adjust instruction.		
Timeline for Focus	Fall, 2022 - Spring, 2026		
Method(s) to Monitor Progress	Common District Summative Assessments SBA Interims for progress monitoring Semester Report Card Grades SBA end of year data FastBridge FIA (Fidelity Integrity Assessment)		

Priority #2		
Priority Area	English Language Arts/Literacy	
Focus Area	Reading (Phonics and Fluency)	
Focus Grade Level(s) and/or Student Group(s)	Grades K-5	
Desired Outcome	By Spring 2026, 82% 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 Frequent Monitoring of Learning and Teaching	
Data and Rationale Supporting Focus Area	Data analysis of our FastBridge scores from prior years indicates that the area needing the most attention is in the Phonics and Fluency. This was a trend across the grade levels.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Collaborate horizontally and vertically to teach Wonders (prioritizing phonemic awareness, phonics, vocabulary, and fluency) & Heggerty with fidelity, while aligning SIOP & UDL teaching strategies/routines.	% of teachers collaborating vertically and horizontally to teach Wonders with fidelity.
	K-5 students will utilize research-based Literacy technology integration, meeting minimum Lexia usage requirements.	% of students meeting minimum Lexia usage.
	Grade K-5 teachers collaborate to analyze assessment data and adjust instruction as needed based on student performance and instructional needs.	% of teachers analyzing data with team and adjusting instruction in response to data.
	K-5 teachers and interventionists will analyze data from Wonders Unit Assessments to plan for new flexible grouping and differentiated instruction based on the students' performance and current instructional needs.	% of teachers using student data to inform instruction using elements of UDL.
Timeline for Focus	Fall, 2023; Spring, 2026	
Method(s) to Monitor Progress	Wonders Assessments (Weekly, Unit, K-2 phonics/word study) FastBridge BOY, MOY, EOY Semester Report Card Grades	

	SBA end of year data FIA (Fidelity Integrity Assessment)
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Priority #3		
Priority Area	Social and Emotional	
Focus Area	Emotional Regulation, Disproportionality Data, Friendship	
Focus Grade Level(s) and/or Student Group(s)	Disproportionality of students who are black qualifying for Special Education in the areas of social, emotional, and behavior.	
Desired Outcome	By Spring of 2026, Panorama data will show an increase from 48% to 60% of students who indicate that they can regulate their emotions. By Spring of 2026, Juanita Elementary’s risk index for Black students in special education will decrease from 23% to 15%.	
Alignment with District Strategic Initiatives	Equity	
Data and Rationale Supporting Focus Area	OSPI Disproportionality Data & Panorama Data	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	All staff will implement trauma-informed practices and SEL (self-regulation, mindfulness, etc.)	% of staff who implement trauma-informed practices and SEL training, showing increase in number of strategies used.
	All staff will implement Culturally Responsive Teaching and equity-based practices.	% of staff who implement Culturally Responsive Teaching and equity-based practices.
	MTSS Intervention/SIT Team will create concise “support sheets” of agreed upon strategies and supports for Tier 2 and 3 targeted students.	% of staff who implement strategies from support sheets.
	All staff will intentionally support student friendship building and foster peer to peer relationships.	% of kids who report an increase in positive connections to peers and friendships.
	The whole school will implement structured play into the school day. K-2 will use choice to practice skills of respect. 3-5 will use partner work and free choice to explicitly teach way to work respectfully with others.	% of teachers that have been explicitly teaching respectful ways of interacting with others.
	Both staff and students engage in mindfulness activities provided by the Counselor, weekly.	% of classrooms that engage in Mindfulness Monday activities.

	K-5 teachers and specialists explicitly teach calm down strategies and practice with students daily.	% of teachers teaching calm down strategies and practicing with students daily.
	K-5 teachers frequently hold classroom meetings to develop student resiliency through problem solving.	% of classroom teachers holding class meetings. % of class meetings centered around resiliency.
	K-5 teachers participate in professional development about UDL and design instruction using elements of UDL to provide differentiated instruction.	% of teachers using elements of UDL to plan for the use of differentiated instruction.
Timeline for Focus	Fall, 2023; Spring, 2026	
Method(s) to Monitor Progress	Panorama Surveys twice per school year Fall and Spring results Modified K-2 Social Emotional Survey Staff Survey Spreadsheet monitored by School Culture Committee FIA (Fidelity Integrity Assessment) OSPI Disproportionality Data	

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.

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.² 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	Action	Timeline
	Principal/PTA Coffee Talk: discuss family engagement and generate strategies to achieve our SIP goals.	Fall 2023, 2024, 2025

² LWSD's policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>

development of the SIP	Administer Parent Engagement Survey.	Fall 2023, 2024, 2025
	Ongoing collection of feedback from stakeholders.	Fall, 2023 – Spring 2026
	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 (2023-2026).
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 each year
	Parent Engagement Survey with goals and potential strategies listed.	Fall 2023, 2024, 2025