

Juanita High School
School Improvement Plan
Annual Update: 2023-24

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

SCHOOL OVERVIEW

Description: Juanita High School is a diverse comprehensive high school located in Kirkland, Washington, and is part of the Lake Washington School District. We have two middle schools and seven elementary schools that feed into our high school. Juanita offers multiple pathways to ensure our students are future ready, including advanced placement and honors options; AVID; Cambridge; and a variety of elective choices to interest students.

Mission Statement: *Each student will graduate prepared to lead a rewarding and responsible life as a contributing member of our community and greater society*

2023-24 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Literacy	ML Students Grades 9-12	All ML students who meet the threshold of regular attendance (75%) will be passing all their classes through the development of appropriate leveled work, measured against the WIDA standards.
2	On-time graduation	9 th Grade Students	All 9 th graders who meet the threshold of regular attendance (75%) will have earned 6/7 credits by the end of the year.
3	SEL	ML Students Grades 9-12	We will increase the number of ML who feel that they belong and have positive relationships with all JHS staff.

¹ LWSD School Board Approval on <insert date>

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	Multilingual Learners										
Focus Grade Level(s) and/or Student Group(s)	Grades 9-12										
Desired Outcome	All ML students who meet the threshold of regular attendance (75%) will be passing all their classes through the development of appropriate leveled work, measured against the WIDA standards.										
Alignment with District Strategic Initiatives	MTSS										
Data and Rationale Supporting Focus Area	<ul style="list-style-type: none"> • Of the 201 ML students 48.1% have an N grade as of December 2023 • Of the 52.1%, the group has a 73.5% daily attendance rate 										
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>Continued PL for the creation of leveled work as measured by the WIDA standards. PL led by ML Teachers and Admin</td> <td>There is evidence that teachers have created leveled materials and are using the WIDA standards.</td> </tr> <tr> <td>Teachers receive training on the use of S grades</td> <td>All teachers are using S grades appropriately. No student receives an N grade if they have not received their legally entitled leveled work as measured against the WIDA standards.</td> </tr> <tr> <td>Teachers have continued training about how and where to access ML resources in our staff OneNote.</td> <td>There is evidence that teachers are using the resources.</td> </tr> <tr> <td>We have implemented a tiered response for attendance</td> <td>We have evidence that we are following the plan and attendance is improving</td> </tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	Continued PL for the creation of leveled work as measured by the WIDA standards. PL led by ML Teachers and Admin	There is evidence that teachers have created leveled materials and are using the WIDA standards.	Teachers receive training on the use of S grades	All teachers are using S grades appropriately. No student receives an N grade if they have not received their legally entitled leveled work as measured against the WIDA standards.	Teachers have continued training about how and where to access ML resources in our staff OneNote.	There is evidence that teachers are using the resources.	We have implemented a tiered response for attendance	We have evidence that we are following the plan and attendance is improving
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Timeline for Focus	Fall, 2023 - Spring, 2024										
Method(s) to Monitor Progress	<ul style="list-style-type: none"> • Administrators review grades biweekly • Professional learning teams meet to create and use appropriately developed materials during teacher professional work time • Professional Growth and Evaluation processes • Listening sessions with students. 										

Priority #2

Priority Area	Career, Technical, and College Pathways	
Focus Area	On-time Graduation	
Focus Grade Level(s) and/or Student Group(s)	9 th Graders	
Desired Outcome	All 9 th graders who meet the threshold of regular attendance (75%) will have earned 6/7 credits by the end of the year.	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	<ul style="list-style-type: none"> • We have a total of 442 9th graders enrolled. • As of December, 18% of our 9th graders have 1 or more N grades (79 students). • Of the students with an N, they have an 80.2% daily attendance rate. • For the fall Panarama survey, 71% of 9th graders reported favorably in the following categories: Culture Awareness and Action; Teacher Students Relationships. These were the lowest categories for 9th graders, and they are slightly lower than the results for all students. 	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	We have started the Link Crew program for 9 th graders.	We are implementing Link Crew activities in our Affinity-based Homerooms
	We have implemented a tiered response for attendance	We have evidence that we are following the plan and attendance is improving
	We will continue to do Professional Learning around establishing positive relationships with students that is rooted in equity	We see evidence that teachers are using strategies
	We have implemented a Tier 2/3 Response for Students Who Received an N at the quarter	Teachers are sharing evidence of their interventions systematically so we can determine next steps if students continue to not make progress.
Timeline for Focus	Fall, 2023 - Spring, 2024	
Method(s) to Monitor Progress	<ul style="list-style-type: none"> • Administrators review grades biweekly. • Professional learning teams meet to create lessons that meet the needs all learners and are culturally appropriate. • Professional Growth and Evaluation processes. 	

Priority #3

Priority Area	Social and Emotional	
Focus Area	Sense of Belonging	
Focus Grade Level(s) and/or Student Group(s)	ML Students Grades 9-12	
Desired Outcome	We will increase the number of ML who feel that they belong and have positive relationships with all JHS staff.	
Alignment with District Strategic Initiatives	Inclusion	
Data and Rationale Supporting Focus Area	<ul style="list-style-type: none"> • ML Students have a higher rate of unexcused absences at 13% compared to the whole school at 6% • ML Students reported a lower percentage reporting favorably in the categories Cultural Awareness and Teacher-Student Relationships at 69% and 63% versus the whole school at 75% and 72%. 	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	We have implemented a Tier 2/3 Response for Students Who Received an N at the quarter	Teachers are sharing evidence of their interventions systematically so we can determine next steps if students continue to not make progress.
	Continued PL for the creation of leveled work as measured by the WIDA standards. PL led by ML Teachers and Admin	There is evidence that all teachers have created leveled materials and are using the WIDA standards.
	Teachers receive training on the use of S grades	All teachers are using S grades appropriately. No student receives an N grade if they have not received their legally entitled leveled work as measured against the WIDA standards.
	Teachers have continued training about how and where to access ML resources in our staff OneNote.	There is evidence that teachers are using the resources.
Timeline for Focus	Fall, 2023 - Spring, 2024	
Method(s) to Monitor Progress	<ul style="list-style-type: none"> • Administrators review grades biweekly. • Professional learning teams meet to create and use appropriately developed materials during teacher professional work time. • Professional Growth and Evaluation processes. • Listening sessions with students. 	

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 development of the SIP	Action	Timeline
	Review SIP during PTSA and Check In With Kelly Meetings	January 24th
	Review and ask for feedback about strategies during ASB and Administrator Leadership Meetings.	Ongoing, starting in January 2024
	Review and ask for feedback about strategies with selected students from goal subgroups.	Ongoing, starting in January 2024
Strategy to Inform Students, Families, Parents and	Action	Timeline
	Post SIP on website	January 2024

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

Community Members of the SIP	Share highlights in ParentSquare message	January 2024
	Inform all students via Teams Channel about the highlights of the SIP	January 2024