

School Improvement Plan

Annual Update: 2025-26

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

Revised 01.13.26

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; credit retrieval; and a variety of elective choices to interest students. We also house the Cambridge choice program.

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

2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	9th grade credits <i>(accrue 6+ credits)</i>	ML and Hispanic 9th and 10th graders	Increase the total number of ML and Hispanic students on track for graduation in 9th (6+ credits) and 10th (12+ credits) grades
2	All LWSD students graduate <i>(focus on subgroup that is not graduating at high rate)</i>	ML Students, Hispanic Students	Increase the % of ML (65% to 80%) and Hispanic (80% to 90%) students graduating on time.
3	Social Emotional Learning <i>(attendance, referrals, sense of belonging)</i>	Grades 9-12: All Students	Increase the % of students attending school at least 90% of the school year, from 72% to 90%.

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	9th grade credits (<i>accrue 6+ credits</i>)	
Focus Grade Level(s) and/or Student Group(s)	9 th grade ML Students 9 th grade Hispanic Students 9 th graders not on track (failing one or more classes at quarter and semester; chronically absent)	
Focus Area	• Parent/Guardian Involvement and Home Communication with these subgroups • 9th graders at-risk for not earning 6+ credits • 9th graders at-risk for chronic absenteeism	
Desired Outcome	• Decrease the number of N grades earned at S1 and S2 within these subgroups • Parents/guardians possess skills and tools to support students' attendance and success	
Current Data Supporting Focus Area	• Subgroup grades, attendance, SBA scores have historically lagged behind their peers. • Historically, distribution of grades show that 9% of Hispanic students' grades are "N" as compared to 2% of "N" grades for white students.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Regular check-ins with counselor:	Spreadsheet record of meetings
	• Hold student intervention meetings for at-risk students • Utilize team-teaching model for four core classes: ELA, math, SS, science • Continuing safety net classes • Mentoring in Affinity Homerooms	• Student meeting minutes • Quarterly grade and attendance data • Student and parent subgroup Panorama data
Strategy to Engage Students, Families, Parents and Community Members	• 9th grade Family Nights (Rising Ravens, 9th Grade Registration) • Counselors will conduct winter registration visits to the two feeder middle schools • Student Listening Sessions specifically for 9th grade identified subgroups • Individualized connections in the Family Resource Center. Introduce students/staff/parents to Spanish, Portuguese, and Russian speaking staff • Transition conferences with feeder middle schools	

	Hold registration and Parent Square sign-ups at designated apartment complexes
Timeline for Focus	Fall, 2025 – Spring, 2026
Method(s) to Monitor Progress	Skyward, SCARIF, Panorama, FRC logs

Priority #2		
Priority Area	All LWSB students graduate (<i>focus on subgroup that is not graduating at high rate</i>)	
Focus Grade Level(s) and/or Student Group(s)	Hispanic and ML students in all grades	
Focus Area	Required course credits	
Desired Outcome	Close the graduation gap between these subgroups and their peers	
Current Data Supporting Focus Area	Currently, 80% of Hispanic and 65% of ML students graduate as compared to 92% of students overall. Current SBA scores from previous school years show a persistent achievement gap. Most recent SY24-25 data shows: - Math overall (53%); Hispanic (30%); ML (34%) - ELA overall (82%); Hispanic (62%); ML (61%) - Science overall (84%); Hispanic (72%); ML (71%) 25.26 Quarter one grades also show that although ML students comprise 11% of our population, they earned 1/3 of the Ds and Ns.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Continue credit recovery and FLEX Academy	Number of students completing credits towards graduation each month
	Continue safety net classes for 9 th and 10 th grade core classes	Quarterly and semester grades; “N” grades at end of school year
	Continue team-taught ML classes	Quarterly grades for ML and Hispanic students in identified courses
	Student Listening Sessions	Qualitative-meeting minutes for each administrator’s listening sessions
	Summer Credit Recovery	Number of students earning credits during summer classes
Strategy to Engage Students, Families, Parents and Community Members	Participate in the LWSB Family Engagement Cohort/Pilot to increase ways to engage families at our school, especially Hispanic, Portuguese, ninth grade, and ML parents	

	• Provide ML and Hispanic parent/guardian nights (with translators) to explain high school credits., review grade-level requirements, meet families, and sign parents up for Parent Square and Skyward. • Provide individualized connections in Family Resource Center • Introduce students/staff/parents to Spanish, Portuguese, building and district-speaking staff • Hold registration and Parent Square sign-ups at designated apartment complexes. Continue phone calls and emails to FLEX parents/guardians regarding student progress • Develop informational videos with the ML department and ML students to provide future students and parents information about Juanita HS (graduation requirements, basic Juanita High info, etc.)
Timeline for Focus	Fall, 2026 - Spring, 2027
Method(s) to Monitor Progress	Skyward, SCARIF, Panorama

Priority #3										
Priority Area	Social Emotional Learning (<i>attendance, referrals, sense of belonging</i>)									
Focus Grade Level(s) and/or Student Group(s)	All grades, with targeted support for 9 th graders, ML, and Hispanic students									
Focus Area	Attendance and tardies; Sense of Belonging									
Desired Outcome	Decrease chronic absenteeism and increase percent of students attending school regularly Increase Panorama Sense of Belonging sub-measure									
Current Data Supporting Focus Area	2024-25 data: • 9th grade Hispanic not chronically absent (61%); • Overall (76%) • Schoolwide all grades Hispanic (56%); overall (72%) • Only 42% of students school wide (665 respondents) felt a positive Sense of Belonging on the Spring 2025 Panorama									
Strategy to Address Priority	<table><tr><th>Action</th><th>Measure of Fidelity of Implementation</th></tr><tr><td>Continue Tiered supports for attendance and tardies • Raven Reset Room • Weekly Attendance Meetings • 9th grade </td><td>Bi-monthly attendance and tardy data Raven Reset detention data Panorama fall and spring student SEL surveys</td></tr><tr><td>Create 9th grade student focus groups to examine students’ experiences in courses, attendance, and sense of belonging</td><td>Qualitative student focus group data; decrease in % of chronically absent and tardy students; Panorama student SEL data</td></tr><tr><td colspan="2"></td></tr></table>		Action	Measure of Fidelity of Implementation	Continue Tiered supports for attendance and tardies • Raven Reset Room • Weekly Attendance Meetings • 9th grade	Bi-monthly attendance and tardy data Raven Reset detention data Panorama fall and spring student SEL surveys	Create 9 th grade student focus groups to examine students’ experiences in courses, attendance, and sense of belonging	Qualitative student focus group data; decrease in % of chronically absent and tardy students; Panorama student SEL data		
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Strategy to Engage Students, Families, Parents and Community Members	Continue to hold Spanish-speaking and Portuguese-speaking parent tech nights; continue to hold multicultural night celebrations and Affinity Homerooms; continue heritage assemblies for BIPOC subgroups Participate in the LWSB Innovation Lab Site Cohort for Family Engagement									
Timeline for Focus	Fall, 2026 - Spring, 2027									
Method(s) to Monitor Progress	Skyward, SCARIF, Panorama, qualitative data from student focus groups									

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.