



## Continuous Improvement Process Plan 2018-2019

### Juanita High School

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|                      |                    |
|----------------------|--------------------|
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# **I. Description of School**

Juanita High School is located in Kirkland on the West side of the Lake Washington School District. We have six elementary schools and two middle schools that feed into Juanita. Juanita is a diverse high school in race and ethnicity as well as in learning styles and interests. We celebrate a student population that is comprised of 16% Latina/o; 18% Asian; 2% Black/African American; 9% two or more races, and 54% white. We also have more than fourteen different languages represented in our school.

Juanita is proud of its work to ensure that we provide an excellent, rigorous education for each student in our school. Aligned with our District Mission and Vision, Juanita prepares each student to be Future Ready for college, the global workplace and for personal success.

In order to serve each student, Juanita offers a blend of Advanced Placement and college preparatory work, including courses sanctioned by the University of Washington and the University of Cambridge. Our growing English Language Learner program supports students from all around the world, and when appropriate, we use safety net programs to provide extra assistance to ensure that students graduate on time. We offer a variety of courses that are aligned to student interests and prepares them for the workplace such as our STEM Global Health Signature Program. This year we have incorporated the AVID system and have one freshman class.

Juanita is fortunate to have strong parent and community ties, evidenced by our active PTSA and Booster clubs. Our community supports our work in both our academic and extracurricular endeavors. This has been especially true over the last year as we navigate through the challenges that the construction project brings. Our community has demonstrated flexibility and responsiveness to our changing circumstances.

## II. District Performance Targets

|   | <b>Indicators</b><br><i>Note: Indicators based on state assessments</i>                                  | <b>Baseline Performance</b>   | <b>Current Performance 2017-18</b>             | <b>Target Performance 2018</b> |
|---|--|-------------------------------|--|--------------------------------|
|   |  | District                      | District                                       | District                       |
| <b>High School Students on Track for Graduation</b> | % of 9 <sup>th</sup> graders earning 6.0 credits   | 84%<br><i>2012</i>            | TBD**  | 95%                            |
|   | % of 10 <sup>th</sup> graders accumulating 12.0 credits  | 74%<br><i>2012</i>            | TBD**  | 95%                            |
|   | % of 10 <sup>th</sup> graders meeting or exceeding state standards in Literacy                           |                               | 88.8%  | 95%                            |
|   | % of 11 <sup>th</sup> graders meeting or exceeding state standards in Literacy                           |                               |  | 95%                            |
|   | % of 10 <sup>th</sup> graders meeting or exceeding state standards in Math                               |                               | 72.3%  | 95%                            |
|   | % of 11 <sup>th</sup> graders meeting or exceeding state standards in Math*                              |                               |  | 95%                            |
|   | % of 10 <sup>th</sup> graders meeting or exceeding state standards in Biology                            | 79.4%<br><i>2012</i>          |  | 95%                            |
|   | % of 11 <sup>th</sup> graders meeting or exceeding state standards in Science                            |                               | 31.3%<br><i>79.6% for those that took test</i> | 95%                            |
| <b>High School Students Graduating Future Ready</b> | % on-time graduation rate  | 88.6%<br><i>class of 2013</i> | 93.3%<br><i>class of 2018</i>                  | 100%<br><i>class of 2018</i>   |
|   | % of 11 <sup>th</sup> and 12 <sup>th</sup> grade students enrolled in a dual credit college-level course | 83.2%<br><i>2014</i>          | TBD**  | 95%<br><i>class of 2018</i>    |
|   | % of graduates enrolled in post-secondary institution within 2 years of graduation                       | 81%<br><i>class of 2012</i>   | 82.5%<br><i>class of 2016</i>                  | 95%<br><i>class of 2018</i>    |

- Credits Earned determined by credit totals for 9th/10th grade in Skyward.
- Grade 11 Literacy based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>). Many 11th grade students opted to not take the ELA SBA test in 2015 since they had passed the HSPE exam in 10th grade. Students who did not take the test were counted as not making the standard.
- Grade 11 Math based on the % of students who had met the math state assessment graduation requirement (through SBA, EOC, or other grad alternative) at the end of the 11th grade year as noted in the CAA/CIA database.
- Grade 10 Biology based on the Biology End-of-Course (EOC) exam and reported on the OSPI Washington State Report Card (<http://reportcardospi.k12.wa.us/>).
- On-time graduation rate determined by Adjusted Cohort Graduation P210 Report.
- Dual credit college-level courses determined by CEDARS Federal Dual Credit Report using any 11th/12th grader enrolled during the school year.
- Graduates enrolled in post-secondary institution determined by National Clearinghouse data
- \*\* DSS will provide add/data when available from OSPI

### Process to determine School Performance Targets:

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student

progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

### III. School Performance Over Time

|   |   | 2014-15 | 2015-16 | 2016-17     | 2017-18              | 2018-19 | 2019-20 | 2020-21 |
|---|---|---------|---------|-------------|----------------------|---------|---------|---------|
| <b>High School Students on Track for Graduation</b> | % of 9 <sup>th</sup> graders earning 6.0 credits  | 84%     | 88%     | 83%         | 80%                  |         |         |         |
|   | % of 10 <sup>th</sup> graders accumulating 12.0 credits   | 74%     | 81%     | 83%         | 77%                  |         |         |         |
|   | % of 11 <sup>th</sup> graders meeting or exceeding state standards in Literacy                    |         |         | 81.7%       |                      |         |         |         |
|   | % of 10 <sup>th</sup> graders meeting or exceeding state standards in Literacy                    |         |         |             | 82.6%                |         |         |         |
|   | % of 11 <sup>th</sup> graders meeting or exceeding state standards in Math                        |         |         | 26.3%       |                      |         |         |         |
|   | % of 10 <sup>th</sup> graders meeting or exceeding state standards in Math                        |         |         |             | 59%                  |         |         |         |
|   | % of 10 <sup>th</sup> graders meeting or exceeding state standards in Biology                     | 79%     | 87%     | 80.5%       |                      |         |         |         |
|   | % of 11 <sup>th</sup> graders meeting or exceeding state standards in Science                     |         |         |             | 48.3%                |         |         |         |
| <b>High School Students Graduating Future Ready</b> | % graduation rate   | 89.5%   | 87.5%   | 89.3%       | 91.8%                |         |         |         |
|   | % of 11 <sup>th</sup> and 12 <sup>th</sup> graders enrolled in a dual credit college-level course | 67.8    | 76.9%   | Enter score | 86% - 12<br>89% - 11 |         |         |         |
|   | % of graduates enrolled in post-secondary institution within 2 years of graduation                | 79%     | 74%     | 74%         | 84%                  |         |         |         |

- Credits earned determined by credit totals for 9th/10th grade in Skyward.
- Grade 11 Literacy based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>). Many 11th grade students opted to not take the ELA SBA test in 2015 since they

had passed the HSPE exam in 10th grade. Students who did not take the test were counted as not making the standard. Starting Spring 2018, ELA is measured in Grade 10.

- Grade 11 Math based on the % of students who had met the math state assessment graduation requirement (through SBA, EOC, or other grad alternative) at the end of the 11th grade year as noted in the CAA/CIA database. Starting Spring 2018, Math is measured in Grade 10.
- Grade 10 Biology based on the Biology End-of-Course (EOC) exam and reported on the OSPI Washington State Report Card (<http://reportcardospi.k12.wa.us>). Starting Spring 2018, HS Science is measured in Grade 11 (WCAS.)
- On-time graduation rate determined by Adjusted Cohort Graduation P210 Report.
- Dual credit college-level courses determined by CEDARS Federal Dual Credit Report using any 11th/12th grader enrolled during the school year.
- Graduates enrolled in post-secondary institution determined by National Clearinghouse data.

## IV. CIP Reflection: Evaluate Outcomes of 2017-18 Goals

| <b>2017-2018 Goal</b><br><i>(example: 88% will meet or exceed standard on the Spring 2018 SBA)</i>   | <b>Achievement Outcome</b><br><i>(example: 83% met or exceeded standard on the Spring 2018 SBA)</i> |
|--|---|
| Literacy Goal: 85% of students will meet or exceed the standard on the SBA.  | Outcome: 82.6% met or exceeded standard on the SBA.   |
| Narrative Reflection: <ul style="list-style-type: none"> <li>• The designated RTI support was not implemented consistently in the department. Teachers did not have RTI support from the designated staff person which hindered our progress towards our goals.</li> <li>• Teachers met on a regular basis to review data, met in PGE teams, and monitor progress.</li> <li>• Successfully implemented an SBA practice session for all 10<sup>th</sup> graders.</li> </ul> |   |
| Math Goal:<br>Students will reason abstractly and qualitatively to solve problems, showing their thinking process, their steps/justification, and a sound explanation of their solution to a problem that requires reasoning/problem solving skills. Greater than 50% of students will show growth through the school year using this skill.   | Outcome:<br>64.5% showed growth in reasoning and problem solving.                                   |
| Narrative Reflection: <ul style="list-style-type: none"> <li>• This goal was reached but it does not show a connection to improved grades and higher scores on the SBA.</li> <li>• We need to be more clear about what "reasoning/problem solving" means. Next time the math team would specify that the problems need to be more on the side of contextual/application based and not problems that students have been taught rote steps to solve.</li> </ul>              |   |

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>We need to do a better job about progress monitoring throughout the year as a department with this in addition to our Professional Community and Collaboration Teams.</li> </ul>  |  |
| <p>Science Goal: 80% of students in all classes will be able to demonstrate meeting standard on two NGSS performance expectations by the end of the year;</p>  | <p>Outcome: 63% of juniors take the WCAS last spring, 71% of whom passed with a level 3 or 4. Of those, only 58% passed the Earth Science portion of the exam.</p> |
| <p>Narrative Reflection:</p> <ul style="list-style-type: none"> <li>The science team met regularly throughout the year during lunches and PCC time to discuss instructional strategies and interventions.</li> </ul>   |  |
| <p>Achievement Gap Goal: Improve the passing rates and attendance for our ELL students.</p>  | <p>Outcome: 19 EL students were at risk for chronic absenteeism.</p> <p>The graduation rate for our EL students was 62.5%.</p>                                     |
| <p>Narrative Reflection:</p> <ul style="list-style-type: none"> <li>The EL team met with teachers and talked about S grades and modifications and pairing those ideas together.</li> <li>We looked at which subject's students failed more often.</li> <li>We successfully identified students with extra needs such as unaccompanied students and SLIFE.</li> </ul>                                   |  |
| <p>On-Track Credits Goal: 90% of the class of 2021 will be on track for graduation by the end of the year (freshman).</p>  | <p>Outcome: 80% of the class of 2021 is on track to graduate on time.</p>  |
| <p>Narrative Reflection:</p> <ul style="list-style-type: none"> <li>We used our Intervention Time (ACT) to support students who needed extra help.</li> <li>We looked at grade data from semesters 1 and 2 from last year and it is clear that even when attending fairly regularly we have large numbers of students who are failing classes, and the failures happen in most departments.</li> </ul> |  |
| <p>College and Career Readiness Goal: By the end of the school year 90% of the class of 2019 will have taken, or will be enrolled in a college and/or career readiness course.</p>   | <p>Outcome: We did not define exactly what the courses are to accurately measure this goal.</p>  |
| <p>Narrative Reflection:</p> <ul style="list-style-type: none"> <li>We did not determine our measure for this goal.</li> </ul>   |  |

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|--|--|
| <ul style="list-style-type: none"> <li>We met last spring to start talking about how we are removing barriers/gates for students who we believe would benefit from more rigorous instruction. These classes include AP and honors courses. We allowed students to self-select for the following year.</li> </ul>   |  |
| <p>School Effectiveness Goal:</p> <p>Our goal is to increase the percentage of respondents who mostly agree or agree completely that “school work is meaningful for students” from 47% in 2016-17 to 55% in 2017-18.</p>   | <p>Outcome:</p> <p>58% of the respondents mostly or agreed completely that school work is meaningful for students.</p> |
| <p>Narrative Reflection:</p> <ul style="list-style-type: none"> <li>We met this goal this year, but it is unclear as to whether we are assessing that students actually think about their work, or how the adults perceive the work in our school.</li> </ul>  |  |
| <p>Attendance Goal: Reduce the number of students missing in excess of 18 days this school year through personal contact with the students.</p>  | <p>Outcome: Last year we had 4 students who were in the category of severe chronic absence.</p>                        |
| <p>Narrative Reflection:</p> <ul style="list-style-type: none"> <li>Administrators worked with our Becca Coordinator to develop a process for tracking and monitoring attendance conversations with families and students more effectively.</li> <li>We worked to improve our timely and accurate attendance taking at the classroom level through whole group learning during LEAP as well as through individual conversations with teachers.</li> <li>Administrators worked with our Attendance Secretary to improve processes related to attendance tracking and monitoring.</li> </ul> |  |
| <p>Discipline Goal: We are going to implement a clear and consistent behavior support process during the 2017-18 school year that all staff and students understand.</p>   | <p>Outcome: We shared a Behavior Support Matrix with staff.</p>  |
| <p>Narrative Reflection:</p> <ul style="list-style-type: none"> <li>There was no progressive plan in place prior to this school year.</li> <li>The steps to take prior to writing a behavior referral seemed unclear yet to some staff so we know this is something to work on this for the 2018-19 school year.</li> <li>We started a process last year to examine the behaviors that are common issues throughout our school, but we have not yet developed common expectations around them that we can teach, model and reinforce.</li> </ul>   |  |



Reflection on 2017-2018 Strategies for Parent, Family and Community Involvement:

2017-18 Strategies to involve parents, families and the community in the CIP process:

- Meeting with PTSA to share the CIP.

Reflection on Outcome:

- We did not engage our community/parents in the goal setting process last year. It was the principal's first year at this school and all we really did was share. To that end, we have a new strategy to engage families and students in the process.

2017-18 Strategies to inform parents, families and the community in the CIP process:

- Meeting with PTSA to share the CIP.
- Posting our CIP so that all could see it.

Reflection on Outcome:

- We did share the CIP with the public by posting it and brief discussion at PTSA.

## V. Annual School Goals, Strategies, Resources and Progress Monitoring for 2018-2019

### 2018-2019 SMART Goals, Strategies and Resources

Literacy SMART Goal:

We will move from 82.6% to 85% of students will meet their graduation requirement by demonstrating proficiency or better in the spring of 2019.

Process used to determine goal:

- The ELA team met to review the goal and SBA data.

Responsible individual or team:

- All core subject teachers.

Strategy/ies that will be implemented to support goal:

- We have implemented 9-10 grade safety net teams as well as 9-12 co-taught teams.
- All 10<sup>th</sup> grade ELA classes take a "mock" ELA exam to prepare;
- 9<sup>th</sup> grade ELA team will meet to discuss vertical teaming with 10<sup>th</sup> for SBA prep.
- We are trying push-in targeted assistance for juniors who receive individualized educational plans.

How challenge and rigor will be ensured for all students:

- All classroom teachers have been provided a task rubric for designing students work. The document includes a “rigor divide” that they can use to help plan lessons.
- Some students receive a challenge through enrollment in honors, AP, and Cambridge classes.
- Teachers are addressing rigor in their Professional Growth and Evaluation Goals.

How necessary interventions will be determined:

- Teachers will examine English course grades as well as 8<sup>th</sup> and 10<sup>th</sup> SBA scores;
- Teachers will review Safety Net enrollment at semester, and enroll/exit students as necessary
- Teachers will use our intervention period (ACT) on a weekly basis to work with individual students as needed.

Any professional learning needed:

- We would like to have a schoolwide emphasis on literacy across the curriculum.

Any resources needed and plans to obtain them:

- SBA exemplars by end of 1<sup>st</sup> semester.
- District-provided; support in implementing interim assessments.

Timelines and Progress Monitoring Plans:

- PCC time during LEAP
- End of semester to August, including testing window, testing data receipt, and evaluation.

Math SMART Goal:

Increase the numbers of students demonstrating proficiency or better on the Math SBA from 60% to 70%.

Process used to determine goal:

- We discussed as a team that we want more students passing and on track for graduation. We want to focus on how to best support those that are struggling.

Responsible individual or team:

- All members of the math team.

Strategy/ies that will be implemented to support goal:

- We are implementing interim practice tests.
- We will use team time to focus on what kinds of problems students will see and work towards helping all students have some experience with them.
- We will be calling students into ACT who are struggling in their math course this year for extra help.
- We will distribute a tutor list to parents and students who might benefit from outside tutoring in a math class.

How challenge and rigor will be ensured for all students:

- Regularly work into lesson plans the importance of being able to explain processes and thinking along with answers.
- All classroom teachers have been provided a task rubric for designing students work. The document includes a “rigor divide” that they can use to help plan lessons.

How necessary interventions will be determined:

- Interims will be administered by Alg 1, Geo and Alg 2 teachers throughout the year.
- All other interventions will be determined by PCCs and individual teachers as needed.

Any professional learning needed:

- We are asking for release time to do learning walks, meet in job alike and conduct research.
- Some members of our team are going to try to attend a math conference this year.

Any resources needed and plans to obtain them:

Timelines and Progress Monitoring Plans:

- We will monitor progress throughout the year.
- We will do at least 2 interims prior to the SBA (A1, Geo, A2 teachers).

Science SMART Goal:

80% of those taking the Washington Comprehensive Assessment of Science (WCAS) will demonstrate proficiency with a level 3 or 4, with 65% receiving a 3 or 4 on the Earth and Space Science portion of the exam.

Process used to determine goal:

- We met as a team and analyzed our results from last year: 71% of juniors taking the WCAS passed with a level 3 or 4, while 58% passed the Earth and Space science portion.

Responsible individual or team:

- Science team

Strategy/ies that will be implemented to support goal:

- We are implementing three new courses this year to better address the Next Generation State Science Standards (NGSS). These three courses (Biology in the Earth System, Chemistry in the Earth System, and Physics in the Universe) integrate Earth Science standards along with the Biology, Chemistry, and Physics standards. Transitioning towards core science classes that address all NGSS standards should improve student success on the WCAS.
- We are also implementing partial Ambitious Science Teaching (AST) practices this year, using phenomena-based teaching with a focus on scientific practices, cross-cutting concepts, and engineering, in order to better align to the type of science teaching methods targeted by the WCAS and NGSS. We are also pursuing continued professional development regarding AST methodology.

How challenge and rigor will be ensured for all students:

- We have implemented an integrated honors system which will help improve student outcomes, both students who would traditionally sign up for honors and students who would not traditionally sign up for honors. Material will be differentiated on multiple levels.
- AST teaching strategies, as well as the Science and Engineering Practices emphasized by the NGSS, ensure that content is centered around challenging, relevant, real-world phenomena to recruit student interest and contextualize learning.

How necessary interventions will be determined:

- Regular assessment, both in teams and as a department, will show where intervention is necessary and what form it should take. For classes in which more intervention is needed, a science interventionist might be available, or additional science teacher support could help. For classes in which minor interventions are needed, teachers can get support from other teachers common to the students, from parents and other science teachers, from ELL and SPED teachers, and from counselors.
- The need for this intervention will be determined based on student behavior and work, as well as informal and formal formative and summative assessments.

Any professional learning needed:

- We need continued training both on implementing rigorous standards-aligned NGSS curricula, as well as ways of effectively using AST tools to teach.
- We would also benefit from additional time with each other to further develop our new courses and integrated honors system. Training regarding how to effectively implement an integrated honors system would be beneficial as we are at the starting stages of implementation and don't yet have a bank of best practices.
- We wonder as well if other training exists, similar to AST, which might offer additional benefits to students: examples include POGIL training which some of us have done, Modeling training, Energy Theatre training, or additional NSTA teaching tools which will help us further develop our curriculum.

Any resources needed and plans to obtain them:

- Paid time to further develop new curriculum and integrated honors.
- Professional development targeted towards additional teaching strategies aligned with NGSS, the WCAS, integrated honors, or other aspects of the standards such as engineering integration.

Timelines and Progress Monitoring Plans:

- We will monitor the progress of new courses monthly in Professional Collaboration Groups and share as a department on a regular basis.
- Students will take the WCAS exam in June 2019, and we will analyze this year's WCAS results when they are released next October.

Achievement Gap SMART Goal:

Improve the graduation rate for our EL students from 62.5% to 80%.

Process used to determine goal:

- We looked at data related to graduation rates and grades.

Responsible individual or team:

- All teachers.

Strategy/ies that will be implemented to support goal:

- We have been doing some targeted work to ensure our EL students are being supported appropriately in their non-EL classes. We have engaged in learning around SIOP and other strategies to ensure Culturally Responsive Teaching.
- EL teachers are collaborating with general education teachers to help provide modifications as needed.
- We are monitoring the D and F list per quarter and following up with teachers in whose classes students are not performing well to see what support they need and to help them with communication with families.

How challenge and rigor will be ensured for all students:

- All classroom teachers have been provided a task rubric for designing students work. The document includes a “rigor divide” that they can use to help plan lessons. We have been working to reinforce the idea that lack of proficiency in English does not mean that students have a disability.

How necessary interventions will be determined:

- We will track grade and attendance data.
- EL and general education teachers will provide classroom-based interventions as well as supporting students through our ACT.

Any professional learning needed:

- We will continue to implement District-provided learning around SIOP and other CRT strategies.

Timelines and Progress Monitoring Plans:

- This is ongoing daily work, but our benchmarks will be at grading periods to determine if students are earning credits.

On-Track Credits SMART Goal:

Our goal will be for 85% of 9<sup>th</sup> graders and 85% of 10<sup>th</sup> and 11<sup>th</sup> graders to be on track for graduation (not credit deficient).

Process used to determine goal:

- Teachers, administrators and counselors will monitor the quarter and semester D and F reports to identify students who are struggling.
- As a staff we will use our growing tier one support system to help those students who are at risk of not passing.

Responsible individual or team:

- All staff shares responsibility.
- We also have specific departments that have chosen to focus in this area. Our CTE department is working to ensure that attendance is carefully managed and monitored through the use of the Flexisched tool during ACT. The social studies team is contributing by reducing the number of tardies in classrooms to maximize instructional time.

Strategy/ies that will be implemented to support goal:

- Communicate with parents and students about credit retrieval programs such as FUEL ED, summer school options and fee based external course options.
- Introduce students and parents to the tutoring programs available through JHS and through the community.
- Provide students and parents with study tips, strategies and tools that promote academic success through freshmen meetings, individual meetings, and a quarterly newsletter from the counseling office.
- Teachers will communicate with students and families if students are at risk of not passing.
- Teachers will implement the new Student Support Process for students of concern.

How challenge and rigor will be ensured for all students:

- In interactions with students and parents we will promote enrollment in challenging classes and college prep courses.

How necessary interventions will be determined:

- We will compare and disaggregate data to see if particular subgroups of students who may be at risk, are making progress toward on-track graduation.

Any professional learning needed:

- Staff will engage in professional learning around effective tier-one interventions for ensuring student growth and academic success.

Any resources needed and plans to obtain them:

- We will implement and promote the use of the new Student Support Process form for tracking interventions used in the classroom.
- Counselors and administrators will retrieve the quarter and semester D and F list and review it with administrators.

Timelines and Progress Monitoring Plans:

- Quarterly review of data.

College and Career Readiness SMART Goal: 100 % of the senior class of Juanita High School 2019 will complete their High School & Beyond Plan (HSBP), using the program Xello, by May 31, 2019, in order to complete their state of Washington graduation requirement and to have a clear post-graduation plan of their choosing.

Process used to determine goal:

- This goal aligns with the Lake Washington School District vision of every student being Future Ready: Prepared for College, Prepared for Global Workplace and Prepared for Personal Success. HSBP completion is also a state of Washington Graduation requirement

Responsible individual or team:

- Margaret Campbell will be responsible for monitoring, but all staff are required to ensure that students are working on the HSBP during designated work times.

Strategy/ies that will be implemented to support goal:

- Rolling out Xello to students;
- 1-1 meetings with students; classroom visits; frequent student emails offering deadlines and support; communication with parents via email and telephone, reminders over intercom, raffles for prizes for students who have completed their plan.
- Communications to teachers via email with directions for homeroom HSB completion, small group completion, individual junior meetings, senior meetings.

How challenge and rigor will be ensured for all students:

- Xello uses different scenarios to guide students through processes of interest inventory, learning styles, personality styles, then through grade level lessons designed to walk them through made up scenarios and then their own scenario for clarification and student understanding. Xello uses student reflection and short answers to firm up their future plans and prepare the student for college or work.

How necessary interventions will be determined:

- If seniors have not completed the plan by 12/21/18 (winter break), then small groups will be established starting in January 2019 to complete the plan.
- Meetings will be held and phone calls to students & parents will be carried out over the next few months to remind them to complete their plan, so they can graduate.

Any professional learning needed: None

Any resources needed and plans to obtain them:

- Counselors will remind seniors to finish plan and will have students talk directly with Margaret Campbell if they have specific questions or need support. These resources will be obtained by communicating with student's counselors.

Timelines and Progress Monitoring Plans:

- Senior completion by 12-21-18 and the whole school completion with their grade-level lessons by 4-5-19 (spring break). Monitoring is done daily by checking Xello for student engagement and plan completion.

School Effectiveness SMART Goal: We would like to move from 58% of the respondents mostly or agreed completely that school work is meaningful for students to 90% of the respondents most or agree completely.

Process used to determine goal:

- School Effectiveness Data was briefly explained during a Wednesday LEAP session and all results were posted on our staff OneNote.
- We showed progress in this area, but we are working on many areas in our school to help students see the connection between school to future, so this goal seems meaningful.

Responsible individual or team:

- All staff.

Strategy/ies that will be implemented to support goal:

- We have started some work around rigor and instruction to ensure that students are appropriately challenged.
- We did one session during our all-day LEAP where we reviewed administrative policies around homework as well as best practices. This is in response to the additional period in our day. We want to make sure that homework is reasonable.
- We have a new High School and Beyond (HS&B) Coordinator who is giving students feedback on work that is not acceptable to ensure that they are taking the plan seriously. The HS&B plan provides a connection between what students do here at school to their futures.
- The Performing and Visual Arts team developed their own goal in this area in order to help students understand the relevance of their education and understand its long-term positive impact.

How challenge and rigor will be ensured for all students:

- All teachers received a document that is a rubric for designing student work in order to determine the level of rigor that lessons require from students.

How necessary interventions will be determined:

- By paying attention to individual needs and assessing steady growth.
- Asking appropriate experts in our building as needed for extra support for student success.
- scheduling students through the flexi-schedule for AC Time to support individual success.
- Continuing to ensure that there is open communication through Skyward, phone calls, newsletters and emails.

Timelines and Progress Monitoring Plans:

- We are going to do a student survey where we are asking for feedback in this area during 1<sup>st</sup> semester.



Attendance SMART Goal: Improve the percentage of ninth graders who have satisfactory attendance from 65% to 85%.

Process used to determine goal:

- We looked at attendance data. We know that the transition from middle school to high school is critical and if we can get our ninth graders on the right path, they will be more successful throughout high school. The data show that the percentage of students who are at the satisfactory level decreases after their ninth-grade year.

Responsible individual or team:

- All Juanita Staff are responsible to ensure that students are attending school and classes.

Strategy/ies that will be implemented to support goal:

- We are working to ensure that teachers are taking accurate and timely attendance.
- We have improved processes to reduce the number of students are allowed to leave class for non-essential reasons.
- Administrators are working to help teachers improve their communication between school and families.
- We are finding different solutions to discipline issues when students make poor choices in order to keep them here at school. The more some students are out of school, the less many are inclined to attend regularly.

How challenge and rigor will be ensured for all students:

- All classroom teachers have been provided a task rubric for designing students work. The document includes a “rigor divide” that they can use to help plan lessons. We know that if work is relevant and appropriately challenging they will be more likely to attend.

How necessary interventions will be determined:

- Administrators monitor reports to track attendance and tardies provided by our attendance secretary.
- We have developed a plan to have our IA who monitors the in-school suspension program work with our Becca specialist to provide support for attendance issues.

Timelines and Progress Monitoring Plans:

- This occurs daily. We will know if we were successful at the end of the year.

Discipline SMART Goal: Reduce the number of exclusionary discipline instances from 138 instances to under 100.

Process used to determine goal:

- We have looked at data as an administrative team and as District.

Responsible individual or team:

- Administrators will monitor but it is the responsibility of all staff to monitor student behavior and respond appropriately.

Strategy/ies that will be implemented to support goal:

- Prevention needs to be a focus of work this year. To that end we are starting with respect and what that looks like in classrooms, hallways and other areas of our school.
- Administrators are working with teachers to ensure they have effective strategies to prevent disruptive behaviors in classrooms and then know what to do when issues arise.

Any professional learning needed:

- As part of being an MTSS pilot school this year, PBIS is a strategy we will be using to prevent discipline issues and then reward the positive behaviors that do occur as well.

Timelines and Progress Monitoring Plans:

- This is ongoing daily work.
- Administrators meet regularly with campus security to monitor issues and develop plans for addressing them.

## **VI. Parent, Family and Community Involvement Strategies for 2018- 2019**

2018-19 Strategies to involve parents, families and the community in the CIP process:

- Principal Kelly Clapp will share goals with PTSA and ask for input for strategies to involve others as well as achieve success in each goal.

Timelines and Progress Monitoring Plans:

- Principal Kelly Clapp will first with meet PTSA membership on December 5<sup>th</sup> and then will be sharing progress at other meetings during the year.

2018-19 Strategies to inform parents, families and the community in the CIP process:

- General goals will be posted on website and shared via School Messenger and PTSA publication (Town Crier).

Timelines and Progress Monitoring Plans:

- Communication will occur in December 2018.