

Juanita High School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

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. Two middle schools and seven elementary schools feed into Juanita High School. Juanita first opened in 1971, and it has maintained a strong sense of community and tradition through the years. Juanita offers multiple pathways to ensure our students are future ready, including advanced placement and honors options: Cambridge, a STEM Signature program, Futures School, and a variety of elective choices to interest students.

Mission Statement: Students, staff, parents, and community working together will provide our students the opportunity to learn and use their minds well and develop the skills, knowledge, and attitudes needed to become life-long learners, responsible citizens, informed decision-makers, and competitive workers in the global economy.

Demographics:¹

	2016-17	2017-18	2018-19	
Student Enrollment (count)	1509	1504	1485	
Racial Diversity (%)	American Indian/Alaskan Native	0.0	0.5	0.3
	Asian	15.8	17.3	18.2
	Black/African American	3.1	2.7	2.5
	Hispanic/Latino of any race(s)	15.6	15.1	15.7
	Native Hawaiian/Other Pacific Islander	0.4	0.5	0.4
	Two or more races	8.9	8.3	8.6
White	56.2	55.9	54.3	
Students Eligible for Free/Reduced Price Meals (%)	23.1	20.5	24.2	
Students Receiving Special Education Services (%)	12.6	11.3	11.4	
English Language Learners (%)	4.8	5.2	6.7	
Students with a First Language Other Than English (%)	23.5	25.1	27.6	
Mobility Rate (%) ²	11.7	11.1	14.3	

¹Enrollment and racial diversity based on annual October 1 headcount. Other demographic measures based on May headcount.

² Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

**ACADEMIC PERFORMANCE DATA:
LITERACY**

**ACADEMIC PERFORMANCE DATA:
MATH**

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
10 th Grade	83	83	81

MATH: By Grade Level, Smarter Balanced Assessment³

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
10 th Grade	n/a	59	54

ELA: By Group/Program, Smarter Balanced Assessment⁴

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	81	80	78
Black/African American	80	62	40
Hispanic/Latino	70	61	76
Two or more races	88	87	79
White	87	90	86
English Learner	29	27	17
Low Income	66	62	63
Special Education	39	26	33

MATH: By Group/Program, Smarter Balanced Assessment⁴

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	68	57
Black/African American	n/a	31	10
Hispanic/Latino	n/a	34	33
Two or more races	n/a	61	46
White	n/a	64	63
English Learner	n/a	7	4
Low Income	n/a	31	24
Special Education	n/a	7	10

**ACADEMIC PERFORMANCE DATA:
CREDITS EARNED**

**ACADEMIC PERFORMANCE DATA:
DUAL CREDIT PARTICIPATION**

6 OR MORE CREDITS, 9th Grade

Grade	Percent with 6+ credits at end of 9 th grade		
	2016-17	2017-18	2018-19
9 th Grade (6+ credits)	83	82	90

DUAL CREDIT PARTICIPATION, By Grade Level

Grade	Percent enrolled in at least one dual credit course		
	2016-17	2017-18	2018-19
11 th Grade	79	88	92
12 th Grade	94	94	91

6 OR MORE CREDITS, 9th Grade, By Group/Program

Group/Program	Percent with 6+ credits at end of 9 th grade		
	2016-17	2017-18	2018-19
Asian	89	86	84
Black/African American	53	-	-
Hispanic/Latino	72	68	85
Two or more races	86	74	89
White	86	87	93
English Learner	50	74	33
Low Income	69	67	75
Special Education	71	61	72

DUAL CREDIT PARTICIPATION, By Group/Program⁵

Group/Program	Percent enrolled in at least one dual credit course		
	2016-17	2017-18	2018-19
Asian	87	97	92
Black/African American	67	82	80
Hispanic/Latino	75	82	87
Two or more races	86	95	96
White	89	91	91
English Learner	45	74	46
Low Income	73	88	82
Special Education	49	63	62

³ The Smarter Balanced Mathematics assessment was given to all 10th graders beginning in spring, 2018.

⁴ Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons. "American Indian/Alaskan Native" and "Native Hawaiian/Other Pacific Islander" not included in report due to fewer than 10 students in all categories.

⁵ Grades 11-12 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

ATTENDANCE DATA

ATTENDANCE: By Group/Program

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
9 th Grade	88	85	89
10 th Grade	85	82	82
11 th Grade	82	79	80
12 th Grade	81	78	84

GRADUATION RATE DATA

GRADUATION RATE

Grade	Class of			
	2016	2017	2018	2019
Graduating in 4 years	87.5	90.6	91.8	91.5
Graduating in 5 years	92.3	94.4	92.8	n/a
Graduating in 6 years	93.6	94.4	n/a	n/a
Graduating in 7 years	95.9	n/a	n/a	n/a

ATTENDANCE: By Group/Program⁶

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	92	89	86
Black/African American	62	59	64
Hispanic/Latino	76	64	68
Two or more races	81	79	81
White	85	85	90
English Learner	61	63	61
Low Income	70	65	65
Special Education	70	66	68

GRADUATING IN 4 YEARS, By Group/Program⁶

Group/Program	Class of			
	2016	2017	2018	2019
Asian	88.1	90.7	98.0	98.5
Black/African American	80.0	71.4	80.0	66.7
Hispanic/Latino	79.5	82.2	76.2	84.0
Two or more races	93.3	96.0	89.7	96.0
White	89.1	92.8	95.2	92.0
English Learner	47.1	47.1	62.5	50.0
Low Income	77.2	83.2	85.2	83.0
Special Education	64.2	71.0	74.4	84.2

↘ = Cohort Track

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY⁷

	All Students	Asian	Black/African American	Hispanic/Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate	89	88	-	70	92	95	21	69	36
Math Proficiency Rate	36	43	-	19	43	39	-	19	6
Graduation Rate	90	93	-	79	93	92	52	82	69
EL Progress Rate	49	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate	90	95	79	84	89	91	79	81	79
Ninth Grade On Track Rate	84	90	-	70	83	86	65	70	70
Dual Credit Rate	66	70	54	52	67	70	27	51	37

⁶ Grades 9-12 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

⁷ Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as "-" and not displayed due to privacy reasons.

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	Algebra and geometry	
Focus Grade Level(s)	9 th grade	
Desired Outcome	We will reduce the percentage of 9 th graders who failed their math courses at the end of the second semester in 2019 from 12.7% to less than 10% in 2020.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)	
Data and Rationale Supporting Focus Area	<ul style="list-style-type: none"> • Forty-nine 9th grade students failed their math class at the end of second semester, 2019. • Only 54% of our sophomores were at or above standard on the Mathematics SBA, 2019. • Data collected shows an achievement gap between Special Education and our low-income students when compared to other student groups. Of the students who are at or above standard only 10% of Special Education students and 24% of our low-income students performed at or above standard on the SBA. <p>We believe that focus on our 9th graders now will allow for more success in their future math classes as well as other content areas.</p>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Use strategies learned through EMR pilot (Establish, Maintain and Restore) designed to improve relationship between teachers and students.	Pilot teachers are all implementing in classes. Algebra and geometry teachers are implementing EMR strategies.
	Use evidence-based instructional strategies learned from AVID.	Algebra and geometry teachers are implementing strategies in their classrooms.
	On some of our professional learning days, all teachers will be learning how to implement “Focused Note Taking” in their classrooms.	Students are taking notes in all their classes to reinforce the effective use.
	Implement Student Intervention Team Process.	The process is used when our students are struggling.
	Implement strategies for teaching persistence and how to get “unstuck.”	We see students trying strategies in classrooms.

Timeline for Focus	Fall, 2019 - Spring, 2021
Method(s) to Monitor Progress	We will use progress reports, semester grades, SIT meeting minutes, assessment data from math teachers, EMR survey information, and SBA results.

Priority #2

Priority Area	Career, Technical, and College Pathways	
Focus Area	On-time graduation rate, starting with our 9 th graders.	
Focus Grade Level(s)	9 th grade	
Desired Outcome	Improve the percentage of 9 th graders who earn six or more credits from 90% to 95% by the end of the 2019-20 school year.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)	
Data and Rationale Supporting Focus Area	<ul style="list-style-type: none"> • At the end of the second semester, 2019, there were 154 failing grades by 9th graders. There were 51 students who failed these classes. • 90% of our 9th graders had six or more credits. • Our current four-year graduation rate is 91.7 overall. Only 50% of EL, 83% of low-income and 84% of our Special Education students are graduating in four years. <p>We believe that a focus on 9th grade will help improve the number of classes that all students pass, which will help improve our graduation rate.</p>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Implement consistent and transparent responses to attendance issues.	Teachers are communicating with students and families directly. We have evidence of Tier 2 and 3 interventions for students who need it.
	Develop a process to engage students when they are struggling.	Teachers are communicating with students and families directly.
	Implement evidence-based instructional strategies, such as SIOP.	Teachers are using these strategies in classrooms.
	Use strategies learned through EMR pilot (Establish, Maintain and Restore) designed to improve relationship between teachers and students.	Teachers are implementing in classrooms.
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	We will use progress reports, semester grades, SIT meeting minutes, EMR survey information, and attendance reports.	

Priority #3

Priority Area	Social and Emotional													
Focus Area	PBIS													
Focus Grade Level(s)	All Grades													
Desired Outcome	Implement evidenced-based strategies that supports students' social-emotional and behavioral well-being.													
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)													
Data and Rationale Supporting Focus Area	<ul style="list-style-type: none"> • The number of exclusionary discipline events last year was 92, with 60 different students (4.12% of our school). • Our percentage of students who are chronically absent for grades 9-12, starting with 9th grade is: 11%, 18%, 20% and 16%. • There is a gap between our white students and other subgroups in discipline, attendance and achievement. <p>We believe that the development of a strong PBIS system will help reduce discipline, decrease the percentage of chronically absent students and increase achievement.</p>													
Strategy to Address Priority	<table border="1"> <thead> <tr> <th align="center">Action</th> <th align="center">Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td>Implement school-wide PBIS.</td> <td>Development and implementation of a matrix for school-wide common expectations.</td> </tr> <tr> <td>Professional learning developed and delivered by school psychologist and other JHS staff around best practices for interventions.</td> <td>Staff are using best practices on a regular basis, as evidenced by data seen in Skyward and/or referrals, and we see an increase in direct student and parent communication by teachers</td> </tr> <tr> <td>Continued professional learning in the area of Culturally Responsive Teaching and Learning.</td> <td>Teachers are implementing strategies into lesson plans on a regular basis in order to keep all students engaged in their learning.</td> </tr> <tr> <td>Implementing restorative practices.</td> <td>Administrators and teachers are having restorative conferences with students.</td> </tr> <tr> <td>Using our Equity Team give guidance around our PBIS efforts.</td> <td>The Equity Team reviews our school practices and data to give guidance around our PBIS efforts.</td> </tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	Implement school-wide PBIS.	Development and implementation of a matrix for school-wide common expectations.	Professional learning developed and delivered by school psychologist and other JHS staff around best practices for interventions.	Staff are using best practices on a regular basis, as evidenced by data seen in Skyward and/or referrals, and we see an increase in direct student and parent communication by teachers	Continued professional learning in the area of Culturally Responsive Teaching and Learning.	Teachers are implementing strategies into lesson plans on a regular basis in order to keep all students engaged in their learning.	Implementing restorative practices.	Administrators and teachers are having restorative conferences with students.	Using our Equity Team give guidance around our PBIS efforts.	The Equity Team reviews our school practices and data to give guidance around our PBIS efforts.	
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Timeline for Focus	Fall, 2019 - Spring, 2020													
Method(s) to Monitor Progress	Review of Skyward data, Student Intervention Team data, teacher lesson plans, exclusionary discipline data, student grades attendance.													

Priority #4

Priority Area	Supportive Learning Environment	
Focus Area	School Discipline	
Focus Grade Level(s)	All grades	
Desired Outcome	We will increase the percentage of respondents on the Nine Characteristics Survey who believe school discipline is managed well from 25% to 75%. This would be an increase of from 20 people to 67 people.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)	
Data and Rationale Supporting Focus Area	Our Nine Characteristics Data showed that only 25% of respondents agreed completely or mostly that school discipline was managed well.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Implement school-wide PBIS.	Development and implementation of matrix for school-wide common expectations.
	Professional learning developed and delivered by school psychologist and other JHS staff around best practices for interventions.	Staff are using best practices on a regular basis, as evidenced by data seen in Skyward and/or referrals, and we see an increase in direct student and parent communication by teachers.
	Professional learning for teachers about how to enter interventions and information into Skyward.	We see that there is information about students being entered in Skyward, and it includes interventions and is objective.
	Implementing restorative practices.	Administrators and teachers are having restorative conferences with students.
	Get feedback from building leaders about progress toward goal at the end of first semester.	We have collected feedback.
Timeline for Focus	Fall, 2019 - Fall, 2020	
Method(s) to Monitor Progress	Review of Skyward data, Student Intervention Team data, exclusionary discipline data, and Nine Characteristics Results.	

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 teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
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) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

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

- Digital Citizenship
- Integrating core instructional technologies
- Utilizing digital tools to enhance learning
- Applying Ed Tech Learning Standards
- Embedding digital citizenship & media literacy

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 2018. During that year, the participation rate was not met for ELA and not met for mathematics.

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.⁸ 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
	The Principal will review plan with our PTSA president and then parents at a PTSA meeting.	Meet with President and PTSA during November.
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Notify families of where to find our SIP online and what the purpose is.	Principal will send information out in December as well as quarterly updates about our progress toward meeting goals.

⁸ LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r>