



# Edmonds School Improvement Plan (SIP) (Grades PreK, K-6, K-8, 7-8, and 9-12) Three-Year Plan

## Purpose

The Edmonds School Improvement Plan (SIP) tells how our school will achieve *engagement, equity, and excellence* for our students. The plan states goals and why these goals were chosen. Our plan also outlines what staff will do to ensure every student experiences belonging and is able to engage in their best learning. Our three-year School Improvement Plan also includes ongoing student and family engagement, and opportunities to reflect and revise to ensure we are making progress toward our goals.

<b>Current School Year</b>	2022-23
<b>Our School Name</b>	Edmonds-Woodway High School

## Section 1. Our school

**A description of our school including but is not limited to student demographics, school staff characteristics, strengths and successes, new opportunities/instructional programs/supports for students, families, and staff.**

Edmonds-Woodway High School (EWS) is always striving to fulfill our school vision:  
“The EWS community empowers students to achieve educational excellence while demonstrating integrity and compassion through responsible citizenship.”

EWS has also declared our commitment to equity through our Equity Statement:  
“Edmonds Woodway High School is committed to equity and to supporting and sustaining an inclusive school community where ALL students – regardless of their race/ethnicity,

gender-identity, socio-economic status, first language, cultural background, religious beliefs or disability – achieve educational excellence through student-centered programs and services.”

In our school vision and equity statement, we have identified the core values of: Equity and Inclusion, Student-Centered, Community, Integrity, Compassion and Citizenship.

EWHS is a large-comprehensive high school serving a diverse population of 1556 students through a wide variety of programs, including Deaf and Hard of Hearing (DHH), Multilingual Learning, Resource, and Life Skills. EWHS is home to vibrant visual and performing arts programs and highly-competitive athletic teams.

EWHS is home to the Edmonds-School District’s International Baccalaureate (IB) Program offering a full-IB Diploma Program. We are also an “IB for All” school in which IB classes are open to all students. The IB English Language and Literature course is the core IB course offered all students in Grades 11 & 12. Currently, 347 11th and 12th grade students are enrolled in at least one IB course, and 153 students are pursuing their full-IB Diploma.

**School Demographics**

The demographics of the EWHS student population reflects the diversity of our community.

**Race/Ethnicity:**

Asian	12.4%
Black/African American	8.09%
Hispanic/Latine of any race(s)	24.67%
American Indian/Native Alaskan	.38%
Two or more races	3.85%
Native Hawaiian/Other Pacific Islander	.83%
White	49.74%

**Program:**

504	7.58%
Free/Reduced Lunch	36.95%
Homeless	1.92%
Special Education	11.82%
Bilingual Education	13.62%

**Languages:**

46 different languages are spoken by EWHS students and families, the largest language groups being English, Spanish, Vietnamese, Arabic, Russian and Korean.

The EWHS community recognizes our potential to ensure all students have access to the excellent education we offer. To that end, the EWHS staff is continuing their study of grading practices through a book study of *Grading for Equity* by Joe Feldman. Additionally, we will focus on learning best instruction practices supported by the Sheltered Instruction Observation Protocol (SIOP). The EWHS Equity continues to examine school climate and culture. Our counseling is intentionally implementing the High School and Beyond Plan and partnering with our administrative team to build our Multi-Tiered System of Support to provide tiered interventions and using data to monitor progress.

All of these strategies are reflected throughout our 2021-22 School Improvement Plan.

## Section 2. Vision and Mission

<b>Our Equity, Engagement, and Excellence (E3 Vision)</b>	<b>Equity, engagement, and excellence for each and every student.</b>
<b>Our Mission</b>	<b>Our mission is to advocate for each and every student by providing learning environments that embrace their cultural and linguistic diversity as an asset that will prepare them for success as lifelong learners and responsible world citizens.</b>

### Data and Stakeholder Engagement Summary

<b>E3 Category</b>	Data that we used to tell our story (e.g., assessments, surveys, focus groups, and other data).
<b>Equity</b> (such as student demographics)	<ul style="list-style-type: none"><li><input checked="" type="checkbox"/> <i>All state assessment and district data for students overall and disaggregated by race, ethnicity, ELL/multilingual learners, migrant, homeless, economically disadvantaged, and students with disabilities.</i></li><li><input checked="" type="checkbox"/> <i>District data stored on Skyward, Homeroom, and Panorama will also be disaggregated by economically disadvantaged, student mobility, and homeless student groups</i></li><li><input type="checkbox"/> <i>Staff diversity</i></li><li><input checked="" type="checkbox"/> <i>Staff professional development topics, and staff who attended</i></li><li><input checked="" type="checkbox"/> <i>Please list other data sources used by your school to develop the SIP e.g., other formative assessments</i><ul style="list-style-type: none"><li>● <i>Equity and Inclusion student survey and focus groups.</i></li></ul></li></ul>

<b>Engagement</b> (such as school culture and climate)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<i>Skyward: Student attendance (percent regular attenders), Exclusionary discipline (in-school, out-of-school, expulsion, removal to alternative setting due to discipline/behavior by reason, length or suspension/expulsion (or office discipline referral?))</i> <i>Panorama student survey data</i> <i>Please list other data sources used by your school to develop the SIP e.g., other formative assessments</i> <ul style="list-style-type: none"> <li>• <i>Equity and Inclusion student survey and focus groups.</i></li> </ul>
<b>Instructional Excellence</b> (and student learning)	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<i>Skyward: Enrollment in advanced courses and specialized programs; grade level on-track indicators</i> <i>Homeroom: Grades K-12 i-Ready, Grades 1-8 Running records; Grade K-12 Acadience (Dyslexia Screener)</i> <i>OSPI state assessments: Grade K: WaKIDS; grades 3-8 and 10: SBA or WA-AIM math and reading; grades 4-8: percentage of students who achieved high learning growth; WIDA (ELPA21)</i> <i>OSPI high school graduation rates, drop-out rates</i> <i>Classroom walkthrough tool focused on high-leverage Tier 1 core instruction strategies — conferring, small group learning, consistent use of a guaranteed viable curriculum.</i> <i>Please list other data sources used by your school to develop the SIP e.g., other formative assessments</i> <ul style="list-style-type: none"> <li>• <i>Equity and Inclusion student survey and focus groups.</i></li> </ul>

### Reflection questions

**Based on the data summary above, what strengths and specific needs were identified to inform the SIP for all students and for specific student groups? How were disparities in student outcomes examined and brought forward in planning?**

During the 2021-22 school year as students returned to in-person learning, struggles to engage and become productive learners were widespread. A strength demonstrated in the data is the resiliency of our students. By spring, students generally developed into more engaged and productive students, thus an increase in credit earning by the end of the school year. Students were able to take advantage of “backfill” grading policies to mitigate loss of credit in previous semesters. Additionally, the preliminary graduation rate for the class of 2022, stayed at a similar level as years past.

EWHS continues to experience achievement gaps in specific groups that need to be addressed. Multilingual Learners and students who qualify for Special Education services continue to be behind their peers in both credit earning and graduation rate. Additionally, attendance data indicate that the number of students with strong attendance rates (absent 2 or less days per month) is decreasing, indicating a decrease in student engagement. Multilingual learners and students receiving Special Education services tend to attend school less consistently than their peers.

**How were stakeholders engaged (e.g., families, students, educators) in an ongoing way, to help create, support, and monitor our SIP?**

EWHS has a leadership structure that includes an Instructional Council, made of up certificated and classified staff members and includes student representatives. This Instructional Council reviews credit earning and student engagement data throughout the school year and engages groups they represent in the review of that data. Additionally, EWHS organized student focus groups in the spring of 2022 to gather additional information about students' lived experience at school especially regarding a sense of belonging and school climate/culture.

**Based on the above data sources, what potential causal factors i.e., what is happening or not happening in our school that is causing the current results?**

During the 2021-22 school year, all staff focused on creating a welcoming school culture in school. Additionally, teachers are employing assessment and grading strategies that are more equitable for all students. And the EWHS counseling team has fully implemented the High School Education Plan so that each student has an individualized plan for on-time graduation.

For the 2022-23 school year, staff will continue to implement equitable grading strategies, especially focusing on providing opportunities for students to revise their work and retake exams. Additionally, EWHS will be reviewing strategies for Sheltered Instruction (SIOP). While many staff have attended SIOP training in the past, it has been almost a decade since that training, and strategies have not been fully implemented, and many of our staff are new to EWHS and the Edmonds School District. Counselors will continue the implementation of the High School Education Plan, and will employ a Multi-Tiered System of Support to better address student concerns.

**What goals will our school focus on this school year and why?**

Our first goal will focus on On-Time Graduation Rate:

**Through effective academic guidance, credit retrieval opportunities, and employing a variety of best grading practices, the EWHS on-time graduation rate will increase to 90% for the Class of 2023.**

Earning a high school diploma is essential for our students to take the next step in their post-secondary education or career. The EWHS On-Time Graduation rate has been essentially the same for the last 5 years. EWHS hopes to improve with intentional focus on credit earning throughout the student high school career, and providing alternative credit earning options during the junior and senior years.

Our second goal will focus on On-Time Credit Earning:

**By implementing a variety of grading practices that communicate learning and develop student self-efficacy and the offering of credit retrieval options, the percentage of students on-track to graduation will increase to at least 80% for the graduating classes of 2024, 2025 and 2026.**

As we improve the number of students earning credit on-time in earlier grades, we will also improve the On-Time Graduation rate. The EWHS staff continue to question and reflect on grading practices and how those practices are impacted by equity issues. Focusing on grading practices that communicate learning and develop self-efficacy create culturally responsive learning experiences for our students.

Our third goal will focus on Student Engagement:

**By creating additional opportunities for students and families to engage as partners in the EWHS community, the number of students reporting on the Student Wellness survey that they feel connected to adults at school will increase from 55% (June 2021) to 65%.**

Student Wellness Surveys during the 2021-22 school year indicate that students do not feel as connected to EWHS adults as the Edmonds-Woodway community would have liked. Efforts to increase this engagement, building relationships by partnering with students and families has the potential to increase this indicator in Student Wellness surveys administered during the 2022-23 school year.

## Section 3. School Improvement Plan (SIP)

This section describes what our staff will do, what students will achieve, and how we will measure progress. Engagement and instructional excellence goals should incorporate equity, inclusion, and access for all students and student groups.

- *K-8 schools have a literacy goal, a math goal, and an engagement goal.*
- *High schools have an on-time graduation rate goal, an on-track for graduation goal, and an engagement goal.*

### SIP Goal 1:

**Through effective academic guidance, credit retrieval opportunities, and employing a variety of best grading practices, the EWHS on-time graduation rate will increase to 90% for the Class of 2023.**

#### ***Theory of action***

If Administration and Counseling staff intentionally monitor progress of Class of 2023 students and provide systematic interventions, then the number of students who graduate on time will increase.

#### ***How will we get the work done?***

Strategies we will complete this year	Person or team responsible
Strategy 1: Counselors and students of the class of 2023 will review High School Education Plans that map the pathway to graduation and track plans regularly.	Counseling Team

## How will we know that the strategy is working?

Strategy 1: Counselors and students of the class of 2023 will review High School Education Plans that map the pathway to graduation and track plans regularly.

**What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?**

<p><i>Mid-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>● Counselors will develop tracking lists for seniors.</li> <li>● Counselors will meet with each senior during the fall to review their plan.</li> <li>● Counselors will ensure seniors are enrolled in classes that will earn meaningful credit.</li> <li>● Counselors and principal will meet regularly to review the status of each senior and brainstorm next steps.</li> <li>● Seniors behind on credits will be enrolled in Graduation Alliance classes to retrieve credit.</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Credit earning for each senior</p>
<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>● Counselors and Principal will have completed a shared tracking document that indicates graduation status for each senior.</li> <li>● Counselors will meet with each student from the class of 2024, 2025 and 2026 to develop and revise their HighSchool Education Plan.</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Graduation status of each senior</p> <p>High School Education Plan completion rate.</p>

### SIP Goal 2:

**By implementing a variety of grading practices that allow students to review major assignments, the percentage of students on-track to graduation will increase to at least 80% for the graduating classes of 2024, 2025 and 2026.**

**Theory of action**

If EWHS staff employ strategies that provide students the opportunity to reflect, revise and retake major assessments and assignments in core subject areas, then students will have an increased opportunity to earn credit in classes.

**How will we get the work done?**

Strategies we will complete this year

Person or team responsible

Strategy 1: Teachers in core subject areas will provide a variety of opportunities for students to reflect, revise and retake major assignments.

Teachers in departments:  
Art, DHH, English, Math, PE,  
Science, World Language,  
Social Studies

**How will we know that the strategy is working?**

Strategy 1: Teachers in core subject areas will provide a variety of opportunities for students to reflect, revise and retake major assignments.

**What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?**

*Mid-year  
Reflect  
and  
Revise  
plan*

*What does this look like in action?*

- Teachers will review implementation strategies and refine these strategies in monthly department meetings.
- Teachers will provide a quarterly report by department to principal regarding implementation and results.

*What evidence or data will we review? (e.g., implementation and/or outcome data)*

Quarter 1 grades  
Semester 1 grades

*End-of-year  
Reflect  
and  
Revise  
plan*

*What does this look like in action?*

- Teachers will review implementation and results by department at the end of the school year.

*What evidence or data will we review? (e.g., implementation and/or outcome data)*

Quarter 3 grades



	<ul style="list-style-type: none"> <li>Teachers will provide a final report to principal regarding implementation and results.</li> </ul>	Semester 2 grades
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**SIP Goal 3:**  
 By creating additional opportunities for students and families to engage as partners in the EWHS community, the number of students reporting on the Student Wellness survey that they feel connected to adults at school will increase from 55% (June 2021) to 65%.

**Theory of action**  
 If EWHS implements intentional strategies specifically targeted for traditionally underserved student and family subgroups, then students will increase their feeling of connectedness to the EWHS learning community.

**How will we get the work done?**

Strategies we will complete this year	Person or team responsible
Strategy 1: Specific departments will focus on connecting school to home by engaging families in the education of their students.	Teachers in departments: Family and Consumer Sciences, SPED Resource and Life Skills, and DHH
Strategy 2: Teachers of the Multilingual Learning department will employ a Conversation Circles strategy to increase the English listening and speaking skills of ML students while helping students feel more connected to school.	Multilingual Learning Department Teachers
Strategy 3: Create the structure of a Multi-tiered System of Support that addresses academic, behavior and attendance concerns.	Administrators, Counselors and Student Support team

**How will we know that the strategy is working?**

Strategy 1: Specific departments will focus on connecting school to home by engaging families in the education of their students.

**What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?**

<p><i>Mid-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>• Teachers will review implementation strategies and refine these strategies in monthly department meetings.</li> <li>• Teachers will provide a quarterly report by department to principal regarding implementation and results.</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>ParentSquare usage Participate in targeted family night activities Family engagement in IEP meetings</p>
<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>• Teachers will review implementation and results by department at the end of the school year.</li> <li>• Teachers will provide a final report to principal regarding implementation and results.</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>ParentSquare usage Participate in targeted family night activities Family engagement in IEP meetings</p>

**How will we know that the strategy is working?**

Strategy 2: Teachers of the Multilingual Learning department will employ a Conversation Circles strategy to increase the English listening and speaking skills of ML students while helping students feel more connected to school.

**What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?**

<p><i>Mid-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>• Teachers will teach Conversation Circle protocol to students</li> <li>• Conversation Circle protocol will be practiced at least one time</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Teacher reflection regarding protocol participation</p>
<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>• Conversation Circle protocol regularly used in classes</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Teacher reflection regarding protocol participation</p>

**How will we know that the strategy is working?**

Strategy 3: Create the structure of a Multi-tiered System of Support that addresses academic, behavior and attendance concerns.

***What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?***

<p><i>Mid-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>• Structure of MTSS Team meeting is implemented.</li> <li>• MTSS Team is meeting weekly.</li> <li>• Sub-teams are contributing to MTSS Team work (i.e. attendance intervention team, student support team)</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Homeroom Risk Indicator Report Attendance Discipline</p>
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<i>End-of-year Reflect and Revise plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>• MTSS Team meeting is institutionalized as a regular practice</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Homeroom Risk Indicator Report Attendance Discipline</p>
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## Section 4. Who helped/will help co-design our School Improvement Plan?

Name:	Role:
<b>Jay Etnier</b>	Assistant Principal
<b>Paul Miller</b>	Assistant Principal
<b>Instructional Council</b>	Members of the Instructional Council chosen by the departments they represent. These staff leaders are tasked with communicating with their department members and facilitating collaborative work. Three student representatives also serve on the Instructional Council. Two Instructional Council seats are reserved for family members but are currently unfilled.
<b>Counseling Department Team</b>	The Counseling Department Team is made up of school counselors, school Psychologists, one Social Worker, one Family Resource Advocate, the Registrar, and the Administrative Assistant.
<b>Student Support Team</b>	The Student Support Team is made up of the Student Intervention Coordinator, the Student Security Coordinator, and Student Support Paraeducators.

### Links to supporting documents

- [2021-26 Edmonds Strategic plan](#)
- [2022-23 Reflect and Revise Summary](#)