

## THREE-YEAR PLAN

# Edmonds School Improvement Plan (SIP) Grades K–6, K–8, 7–8, and 9–12

Template Revised 08/06/2024

## 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 outlines what staff members will do to ensure every student experiences belonging and is able to engage in their best learning. Our three-year SIP also includes ongoing student and family engagement as well as opportunities to reflect and revise to ensure we are making progress toward our goals.

**Our School Name** Edmonds-Woodway High School

**Current School Year** 2024-2025

## Section 1. Our School

A description of our school including (but not limited to) student demographics; school staff characteristics; strengths and successes; and new opportunities/instructional programs/supports for students, families, and staff members (500 words or less, including a table of student demographics). Other data can be added if desired.

Edmonds-Woodway High School (EWHS) is always striving to fulfill our school vision:

“The EWHS community empowers students to achieve educational excellence while demonstrating integrity and compassion through responsible citizenship.”

EWHS 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 1686 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 where IB classes are open to all students. Honors English is the core English course for students in grades 9 & 10; the IB English Language and Literature Standard Level course is the core IB course offered to all students in Grades 11 & 12. Students who want to challenge themselves can choose the Higher Level for this course. Over 400 11th and 12th-grade students are enrolled in at least one IB course, and 133 are pursuing their full IB Diploma.

### School Demographics

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

#### Race/Ethnicity:

Asian	11.39%
Black/African American	6.94%
Hispanic/Latino of any race(s)	25.44%
American Indian/Native Alaskan	.47%
Two or more races	11.45%
Native Hawaiian/Other Pacific Islander	1.25%
White	43.06%

#### Program:

Free/Reduced Lunch	30.96%
Youth Experiencing Housing Insecurity	2.25%
Special Education	9.90%
Active ML	15.65%

#### Languages:

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

## Section 2. Vision and Mission

**Our Equity, Engagement, and Excellence (E3) Vision** | Equity, engagement, and excellence for each and every student

**Our Mission** | 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.

### Data and School Community Engagement Summary

Below is a list of possible data sources to help plan our three-year SIP or our annual target and strategies. Please check the data sources the SIP team used to tell our school's story. These data sources could include (but are not limited to) assessments, surveys, listening sessions or focus groups, participation in events, human resources data, and other data.

#### ***Equity (such as student demographics, listening sessions)***

- Student demographics
- Employee demographics
- Enrollment in advanced courses and specialized programs
- Opportunity gaps in academics, social-emotional learning, and discipline
- Least restrictive environment family surveys
- Other

#### ***Engagement (such as school culture and climate)***

- State data on students who are regular attenders
- District attendance data
- Exclusionary discipline data
- Student survey data
- Family survey data
- Family partnerships
- Participation in events and volunteer opportunities
- Other

## ***Instructional Excellence (and student learning)***

### All Students

- State ELA assessment
- State math assessment
- WCAS and/or WA-AIM
- State student growth
- Grade level on-track indicators
- Acadience

- Classroom observation tool
- Other

### Elementary

- State WaKIDS
- i-Ready reading
- i-Ready math
- Running Records
- Other

### Secondary

- State graduation rates
- State dropout rates
- State ninth grade on-track
- District course completion
- District grades/GPA
- District i-Ready
- Other

## ***Reflection Questions (Please answer each question in 150 to 300 words.)***

1. Based on the data that our team reviewed, what strengths and specific needs were identified to inform planning our school's SIP for all students and for specific student groups? How were disparities in student outcomes examined and brought forward in planning?

Over the 2023-24 school year, the EWHS Equity Team examined data specifically about our Multilingual Learners to better understand the academic achievement and gaps of our multilingual students as compared to our non-multilingual students. We examined passing grades, credit-earning, and attendance data. Additionally, we surveyed students and conducted family focus groups with our Natural Leaders parent group. As a result of this work, the EWHS Equity Team created three proposals for our next 3-year School Improvement Plan cycles to the EWHS Instructional Leadership team.

In addition to this intentional focus, the EWHS Instruction Leadership team examined graduation, attendance, and credit earning rates for all students and subgroups. The Instructional Council also determined that EWHS should administer the i-Ready diagnostic in reading for all 9th graders and examined the results of that data during the spring of 2024.

2. Based on the data that our team reviewed, what areas are achieving our school's goals and/or making satisfactory progress? Why?

The EWHS graduation rate continues to make small gains, with the estimated graduation rate for the class of 2024 being 88.4%. The graduation rate for the Asian demographic subgroup and the Black/African American subgroup is quite high, well over 90%. The graduation rate for the Hispanic/Latino subgroup, while lower than other subgroups, continues to improve, and this group of students is complex. For instance, if a student is Hispanic + not low-income, the class of 2024 graduation rate is estimated at 86%.

A strategy EWHS staff focused on for the 2023-24 school improvement plan was to establish a framework to collaborate focusing on student data. We focused on the Teaching Sprints book to establish this framework. Teachers expressed a high level of satisfaction with their collaborative work. While the 2023-24 school data does not reflect specific and significant student achievement gains correlated with teacher collaboration, research suggests this is a long-term strategy that will support future gains toward our SIP goals.

3. Based on the data that our team reviewed, what areas are not achieving our school's goals and/or not making satisfactory progress? Why?

EWHS has more work to do in the areas of on-time credit earning and our graduation rate. Multilingual Learners are significantly behind in these areas. A specific focus on this student subgroup to improve credit earning and graduation rate will result in an overall improvement in our data in those areas. EWHS needs an intentional focus in this area.

Attendance rates are also an area of growth for our school. Just over 60% of our students attend over 90% of the time. Data demonstrates that, when students attend EWHS over 90% of the time, they can pass classes and earn credit on time. This attendance rate is significantly lower than rates before the COVID-19 school closure.

4. How did our team or school engage school community members (e.g., families, students, educators) in an ongoing way to help create, support, and monitor the SIP?

EWHS has a well-established Instructional Council structure that is primarily made up of staff members and includes 2-3 students and 2-3 family members. Additionally, the EWHS Equity Team (currently made up of only staff members) has become a highly functional group that has made significant contributions to the school improvement planning process. Through the Equity Teamwork, we conducted family focus groups with a Natural Leaders group and student focus groups with our multilingual students. Additionally, during the Fall as we honed our goals, the Instructional Council leadership collected additional feedback in small group department meetings regarding these goals.

## Section 3. School Improvement Plan (SIP)

This section describes what our staff members 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 school goals should address a literacy goal, a math goal, and an engagement goal.**
- **High school goals should address an on-time graduation goal, a ninth grade on-track for graduation goal, and an engagement goal.**

### Long-Term SIP Goal 1 (Three-Year SMARTIE Goal)

From 2024-2025 to 2026-2027, the EWHS on-time high school graduation rates will increase from 88.5% to 94%.

#### *Data Review to Identify Our Annual Target Goal*

##### **Reflection questions to consider when writing our annual target goal**

- *What trends or patterns do we see?*
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*
- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*
- *What additional data are needed to better understand root causes?*

#### **SIP Annual Target (One-Year SMARTIE Goal)**

From Fall 2024 to Spring 2025, on-time graduation will increase from 88.5% to 91%.

#### **Theory of Action (Use “If ... then” statements to explain how our strategy or strategies will achieve this goal.)**

If EWHS school counselors create individual graduation plans for seniors that include expanded credit retrieval options, and one counselor is designated to focus on Multilingual Learners and their graduation plans, then 89% of students in the class of 2025 will graduate on time.

## **Annual Strategies and Ongoing Work Plan**

### **Reflection questions to consider when identifying our key strategy or strategies**

- *What solutions or strategies will we use to address the problem?*
- *Is the solution or strategy evidence-based?*
- *How will we make sure it is delivered with fidelity or as intended?*
- *What do families, staff members, and students think about the solution or strategy?*
- *What factors should we consider in the annual SIP (cultural, linguistic, instructional, curricula, others)?*

### **Please list one to three key strategies**

- Class of 2025 counselor check-in and graduation plan.
- Dedicate one counselor to work exclusively with Multilingual students.

### **What will the strategy or strategies look like in action?**

School Counselors meet with each senior (class of 2025) who is not on track to graduate on time to create a graduation plan that leverages all credit retrieval options. Counselors will meet regularly with students to monitor progress on their plans. Graduation plans include accessing all credit retrieval and program options - credit retrieval classes, mastery-based credit, running start classes, quarter credits, teacher interventions, Open Doors programs, and elective waiver options.

One counselor is specifically assigned as a case manager for students served in the multilingual program. The counselor partners with a team of 4 teachers, 2 paraeducators, and the Family Resource Advocate to create graduation plans and support students to achieve their plan. In addition to credit retrieval options, students in the multilingual program will have graduation plans that include careful examination, granting credits from foreign transcripts, and the opportunity to establish oral transcripts.

### **Team or person responsible**

Principal, Assistant Principals, School Counselors, ML Teacher of Record, Registrar, ML support team

## Progress Monitoring

### Reflection questions to consider when planning how we will monitor progress

- *What will staff and/or students know and be able to do after we implement the SIP?*
- *What data will be used to monitor progress?*
- *Are these data reliable?*
- *Is the collection of these data doable?*
- *How and when will we monitor progress?*

### Progress monitoring: What evidence or data will we collect to monitor implementation quality and progress toward SIP goal (e.g., data sources/measures, how, who and when data will be collected)

Counselors will monitor the progress of students' credit-earning efforts. Principal and counselors will meet monthly to review the progress of each student.

## Long-Term SIP Goal 2 (Three-Year SMARTIE Goal)

From 2024-2025 to 2026-2027, the rate that EWHS students in grade 9 earn 6 credits at the end of their 9th grade year will increase from 72% to 80%.

## Data Review to Identify Our Annual Target Goal

### Reflection questions to consider when writing our annual target goal

- *What trends or patterns do we see?*
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*
- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*
- *What additional data are needed to better understand root causes?*

## SIP Annual Target (One-Year SMARTIE Goal)

From Fall 2024 to Spring 2025, ninth-grade students earning 6 credits by the end of their 9th grade year will increase from 72% to 75%.



***Theory of Action (Use “If ... then” statements to explain how our strategy or strategies will achieve this goal.)***

If EWHS staff implement MTSS Tier 1 strategies and targeted Tier 2 interventions to support ninth graders at risk of failing classes, then we will see an increase in the number of ninth-grade students earning at least 6 credits.

***Annual Strategies and Ongoing Work Plan***

**Questions to consider when identifying our key strategy or strategies**

- What solutions or strategies will we use to address the problem?
- Is the solution or strategy evidence-based?
- How will we make sure it is delivered with fidelity or as intended?
- What do families, staff members, and students think about the solution or strategy?
- What factors should we consider in the annual SIP (cultural, linguistic, instructional, curricula, others)?

**Please list one to three key strategies**

- Develop Tier 1 MTSS strategies and implement them using the Teaching Sprint collaborative framework.
- Implement Academic Conversation strategies
- Regular check-in with 9th-grade students with failing grades.

**What will the strategy or strategies look like in action?**

As a Tier 1 MTSS strategy, teachers will continue to use the Teaching Sprints collaboration framework to identify best instructional practices focused on Academic Conversations, review student data, and make their next instructional decisions based on their results.

Instructional strategies focused on developing Academic Conversation skills in all classes will be the specific emphasis of professional learning. By implementing these strategies in all subject areas, all students can employ skills that build ideas and thinking. Students will better understand vocabulary and concepts in all subject areas and levels.

As part of **further** developing MTSS, school counselors will use current grade data to identify 9th-grade students needing additional support and regularly check in with those students.

**Team or person responsible**

Principal, assistant principals, counselors, all teachers, especially 9th grade teachers.

## Progress Monitoring

### Questions to consider when planning how you will monitor progress

- What will staff and/or students know and be able to do after we implement the SIP?
- What data will be used to monitor progress?
- Are these data reliable?
- Is the collection of these data doable?
- How and when will we monitor progress?

### What evidence or data will we collect to monitor implementation quality and progress toward SIP goal (e.g., data sources/measures, how, who and when data will be collected)

Data monitored will include:

- Grade 9 quarter and semester grades
- Number of meetings with 9th-grade students

## Long-Term SIP Goal 3 (Three-Year SMARTIE Goal)

From 2024-2025 to 2026-2027, the number of students in grades 9 and 10 that attend school at least 90% of the time will increase from 52% to 70%.

## Data Review to Identify Our Annual Target Goal

### Reflection questions when writing our annual target goal

- *What trends or patterns do we see?*
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*
- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*
- *What additional data are needed to better understand root causes?*

## SIP Annual Target (One-Year SMARTIE Goal)

From 2024 to 2025, the number of students in grades 9 and 10 who attend school at least 90% of the time will increase from 52% to 65%.

***Theory of Action (Use “If ... then” statements to explain how our strategy or strategies will achieve this goal.)***

If EWHS staff implement instructional strategies that foster a stronger sense of belonging and simultaneously apply targeted attendance interventions, then students' sense of purpose and belonging at school will increase, leading to higher attendance rates overall, particularly among 9th and 10th-grade students.

***Annual Strategies and Ongoing Work Plan***

**Questions to consider when planning our key strategy or strategies**

- What solutions or strategies will we use to address the problem?
- Is the solution or strategy evidence-based?
- How will we make sure it is delivered with fidelity or as intended?
- What do families, staff members, and students think about the solution or strategy?
- What factors should we consider in the annual SIP (cultural, linguistic, instructional, curricula, others)?

**Please list one to three key strategies**

- Academic conversations instructional strategies
- Employ MTSS focused on addressing non-attendance.
- Engage families and students served by the multilingual program.

**What will the strategy or strategies look like in action?**

Teachers will implement instructional strategies that encourage Academic Conversations in class. When students develop skills around academic conversations and believe their ideas are valued, their engagement in classes increases. Additionally, we will begin using conversation circle strategies in Advisory to create opportunities for student voice to influence decisions at school.

As part of building our MTSS model, we will establish a team of key staff members to track attendance patterns and implement various intervention strategies to increase student attendance rates.

Our Multilingual Learner team will increase family engagement, better connecting families whose students are served by our ML program to our school community.

**Team or person responsible**

Principal, assistant principals, all teachers, Attendance team, Multilingual Learner team

## Progress Monitoring

### Questions to consider when planning you will monitor progress

- What will staff and/or students know and be able to do after we implement the SIP?
- What data will be used to monitor progress?
- Are these data reliable?
- Is the collection of these data doable?
- How and when will we monitor progress?

### What evidence or data will we collect to monitor implementation quality and progress toward SIP goal (e.g., data sources/measures, how, who and when data will be collected)

Data monitored will include:

- Percentage of students attending school 90% of the time
- Attendance rates at specific thresholds established by our attendance team.
- Attendance rate of students served by the multilingual learner program
- Student belonging as indicated on the Fall and Spring Student Survey
- Increase family attendance at Natural Leaders meetings.

## Section 4. Who Helped or Will Help Design Our SIP?

Name	Role
Alex Costumbrado	EWHS Equity Team; ML Counselor
Anna McLane	EWHS Equity Team; Registrar
Janel Thompson	EWHS Equity Team; Teacher; Admin Intern
Erin Woods	EWHS Equity Team; School Nurse
Gehan Girgis	EWHS Equity Team; Instructional Council Member; Paraeducator; Parent
Maria Veloz Manzano	EWHS Equity Team; Paraeducator
Jan Slusher	EWHS Equity Team; ML Teacher
Meaghan Casey	EWHS Equity Team; ML Teacher
Brie Townsend	EWHS Instructional Council; Science
Cath Fisher	EWHS Instructional Council; Math
Prachi Garnayak	EWHS Instructional Council; Student
Jake Bergevin	EWHS Instructional Council; Music
Michelle Christensen	EWHS Instructional Council; Career Center Specialist
Sharmaine Hastler	EWHS Instructional Council; CTE
Kayla Meese	EWHS Instructional Council; DHH
Brenda Moore	EWHS Instructional Council; SPED
Nick Wellington	EWHS Instructional Council; IB

Name	Role
Diane Borchert Ella Campbell Jennifer Castle Carrie Dixon Aubrey Gibson Lorenda Guzman Becky Heckinger Jenny Hershey Kelly Kuest Scarlett Luo Mio Masunaga Andrea Milstead Soren O'Malley Wendy Priest Rade Spasojevic Sherri Webster Jillian Wellington	EWHS Instructional Council; Librarian EWHS Instructional Council; Student EWHS Instructional Council; Parent EWHS Instructional Council; Social Studies EWHS Instructional Council; Student EWHS Instructional Council; World Languages EWHS Instructional Council; Budget Committee EWHS Instructional Council; PE EWHS Instructional Council; ML EWHS Instructional Council; Student EWHS Instructional Council; Student EWHS Instructional Council; English EWHS Instructional Council; Visual Arts EWHS Instructional Council; Paraeducator EWHS Instructional Council; Science EWHS Instructional Council; FACSE EWHS Instructional Council; Counseling
Alex Kirkpatrick Josh Webb Evan Hatch Lizzie Munday	EWHS Counseling EWHS Counseling EWHS Counseling EWHS Counseling
Paul Miller Jay Etnier Allison Chace Larsen	EWHS Assistant Principal EWHS Assistant Principal EWHS Principal

**Links to supporting documents**

- [Edmonds School District 2021–2026 Strategic Plan](#)
- [Mid-year Reflect & Revise Template 24-25](#)
- [End of Year Reflect & Revise Template 24-25](#)