

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 2025-2026

Section 1. Our School

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 138 are pursuing their full IB Diploma.

School Demographics

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

Race/Ethnicity:

Asian	11.53%
Black/African American	7.98%
Hispanic/Latino of any race(s)	25.11%
American Indian/Native Alaskan	.45%
Two or more races	10.37%
Native Hawaiian/Other Pacific Islander	1.67%
White	42.88%

Program:

Free/Reduced Lunch	36%
Youth Experiencing Housing Insecurity	1.8%
Special Education	10.56%
Active ML	15.32%

Languages:

43 different languages are spoken by EWHS students and families, the largest language groups being English, Spanish, Vietnamese, Arabic, Amharic, 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
- ☒ Family Surveys
- ☐ Special education and least restrictive environment data
- ☐ 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 2024-25 school year, the EWS Equity Team examined data specifically about attendance and how attendance impacts different groups of students at EWS. From this work, the Equity Team provided a report and recommended strategies to address attendance for the 2025-26 school year. Examination of attendance data included demographic data, and one set of strategies focused on how to engage families in attendance expectations and how to excuse absences.

In addition to this intentional focus, the EWS Instruction Leadership team examined graduation, attendance, and credit-earning rates for all students and subgroups. The EWS English department will administer the i-Ready diagnostic again this year to all 9th graders.

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

One area where we are achieving satisfactory progress is with our multilingual (ML) students and graduation rate. While the overall graduation rate has remained the same for several years, we did take intentional action steps during the 2024-25 school year that show promise.

Strategies we used included:

- Assigning one counselor to focus their caseload on ML students
- Continuing to engage families through the Natural Leaders program
- Using the oral transcript process when school records of transfer students were not available

- Developing a process so that vocational courses on transcripts from outside Washington State were counted as CTE credit, so that students could meet the Graduation Pathway requirement.

As a result, our graduation rate improved for multilingual students who began their senior year as active students. In the class of 2024, 61% of active ML students at the beginning of the school year graduated on time. In the class of 2025, 73% of students in this category graduated on time.

Our International Baccalaureate program experienced significant success during the 2024-25 school year. For example:

- 94.7% IB Diploma pass rate (54 of 57 candidates)
- Average score of 33 points for diploma recipients – 2.42 points above the global average of 30.58
- Highest individual score of 44 points – just one point shy of the maximum
- School average grade of 5.31 – significantly above the worldwide average of 4.82

Overall, our IB Diploma Candidates scored above the world average in 13 subject areas.

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?

At EWHS, we did not meet our goal for our Graduation Rate, and, in fact, we saw a significant dip in the graduation rate. We are taking time to carefully understand the information about our students who were counted as non-graduates so that we can determine our next steps to address the graduation rate.

Additionally, while we did make progress, we did not meet our goals regarding the percentage of 9th-grade students who are on track in credit earning, nor did we meet our goal regarding student engagement as measured by our attendance rate. We look forward to implementing new strategies during the 2025-26 school year to improve in these areas.

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?

At Edmonds-Woodway, we have an Instructional Council (IC) that reviews our SIP progress throughout the school year. The Instructional Council is made up of staff members, students, and family members. We have an active Equity Team made up of staff members who regularly review our data. While this group is primarily staff members, the members ensure they are collecting student voices in their work through surveys, focus groups, and individual interviews. In addition to these two committees, our SIP and goals are shared with our whole staff at regular intervals throughout the school year in one large group and by department to provide more opportunity for discussion.

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 2025 to Spring 2026, on-time graduation will increase from 85% to 90%.

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

If EWHS school counselors present credit-earning options for students in the class of 2026 who are behind in credit and if teachers emphasize credit earning for students eligible for Mastery-Based Credit, then 90% of students in the class of 2026 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

- Counselors will identify multiple alternative credit-earning options for students in the class of 2026 who are credit-deficient upon the start of their senior year.
- Teachers will intentionally encourage students in the class of 2026 who are eligible to earn Mastery-Based Credits (MBC) to earn passing grades in applicable classes.
- Teaching will provide additional opportunities for earning a passing grade for students who are failing their class with a grade between 50% and 60%.

What will the strategy or strategies look like in action?

Counselors will carefully track each senior on their caseload and identify all alternative credit-earning options for students who are credit-deficient. Alternative credit-earning opportunities include the Credit Retrieval class and Running Start. Students who begin their senior year with fewer than 12 credits will be provided with information and support to transfer to alternative programs such as EdCAP and Graduation Alliance.

Teachers will be provided a list of students in their classes who would benefit from Mastery-Based Credit by passing their current class. Teachers will provide encouragement and additional opportunities for students to earn the passing grade.

Administrators and counselors will identify students who are failing classes with a grade between 50% and 60%. Teachers will develop a plan for students in this category to earn a passing grade in the applicable class.

Team or person responsible

Administrators, Counselors, and Instructional Council

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)

- Current class grades
- MBC Eligibility
- Credits earned

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 2025 to Spring 2026, ninth-grade students earning 6 credits by the end of their 9th-grade year will increase from 74% to 77%.

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

- Within the Teaching Sprints collaborative framework, teachers will identify a classroom-based data point and develop classroom-based Tier 2 interventions.
- Counselors will develop Tier 2 intervention strategies focusing on students who are currently earning 2-4 Fs.
- Teachers will implement strategies focused on developing skills to support Academic Conversations, including strategies targeted specifically for ML students.

What will the strategy or strategies look like in action?

Teachers will collaborate by subject area to identify a classroom-based data point that is currently measured within the classroom. The teacher collaborative team will develop Tier 2 interventions specifically to address this data point. Teachers are encouraged to create interventions within the class period and to utilize the Advisory period to implement interventions.

Counselors will create Tier 2 interventions to address students who are earning 2-4 Fs in their current classes. They will develop a process that includes a screener to determine the specific needs of each student and develop Counseling Groups to address issues presented by multiple students. Groups will focus on social/emotional skills or student-readiness skills.

Teachers will implement Tier 1 strategies to develop skills that support Academic Conversations. Professional Learning will include strategies that use instructional technology and strategies that support ML students.

Team or person responsible

Administrators, Counselors, and 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)

- 9th graders' current class grades
- Classroom-Based Data Points
- Number of students participating in counseling groups

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

From 2024-2025 to 2026-2027, the number of students in grades 9 and 10 who 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 2025 to 2026, the number of students in grades 9 and 10 who attend school at least 90% of the time will increase from 51% to 61%.

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

If EWHS staff develop and implement strategies that specifically target encouraging students and families to support improved attendance, 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

- Teachers develop strategies that welcome students back to class after an extended absence.
- Teachers contact home regarding the importance of attendance after a student is absent for three consecutive class periods.
- Administrators and Counselors will develop a public campaign regarding the importance of attendance.

What will the strategy or strategies look like in action?

For teachers, our Attendance Team and Instructional Council will develop an “Attendance 101” guide that focuses on instructions for why taking accurate attendance is important, taking accurate attendance, and sample messages to families and students to encourage attendance in classes.

Administrators and counselors will develop a public campaign for the school community that encourages improving attendance. The campaign can include encouraging messages, student-developed messages, and incentives for attending school.

Team or person responsible

Administrative Team, Counselors, Instructional Council, and Equity 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)

- Attendance rates

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
Lorenda Guzman	EWHS Equity Team; Instructional Council Member; Parent
Maria Veloz Manzano	EWHS Equity Team; Paraeducator
Brie Townsend	EWHS Instructional Council; Science
Cath Fisher	EWHS Instructional Council; Math
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
Allison Groseclose-Deschler	EWHS Instructional Council; IB
Diane Borchert	EWHS Instructional Council; Librarian
Carrie Dixon	EWHS Instructional Council; Social Studies
Lorenda Guzman	EWHS Instructional Council; World Languages
Becky Heckinger	EWHS Instructional Council; Budget Committee
Jenny Hershey	EWHS Instructional Council; PE

Name	Role
Kelly Kuest	EWHS Instructional Council; ML
Tamera Fernando	EWHS Instructional Council; English
Soren O'Malley	EWHS Instructional Council; Visual Arts
Wendy Priest	EWHS Instructional Council; Paraeducator
Rade Spasojevic	EWHS Instructional Council; Science
Sherri Webster	EWHS Instructional Council; FACSE
Evan Hatch	EWHS Instructional Council; Counseling
Jennifer Roper	EWHS Instructional Council; IS Program
Mathilda Hummel	EWHS Instructional Council; Student
Isabella Beltran	EWHS Instructional Council; Student
Amita Rahbarrad	EWHS Instructional Council; Student
Sanvisree Vishnum	EWHS Instructional Council; Student
Josh Webb	EWHS Counseling
Evan Hatch	EWHS Counseling
Lizzie Munday	EWHS Counseling
Jillian Wellington	EWHS Counseling
Carrie McDermott	EWHS Counseling
Paul Miller	EWHS Assistant Principal
Sara Lowes	EWHS Assistant Principal
Allison Chace Larsen	EWHS Principal

Links to supporting documents

- [Edmonds School District 2021–2026 Strategic Plan](#)
- [Mid-year Reflect & Revise Template_2025-26](#)
- [End of Year Reflect & Revise Template 2025-26](#)