THREE-YEAR PLAN

Edmonds School Improvement Plan

Grades 9–12: Edmonds-Woodway HS

Template Revised 08/17/2026

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 how staff members will ensure every student feels a sense of belonging and can 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 2026-2027

Section 1. Our School

The Edmonds-Woodway High School community empowers students to achieve educational excellence while demonstrating integrity and compassion through responsible citizenship.

Edmonds-Woodway High School declares a commitment to equity in this statement: “Edmonds-Woodway High School is committed to equity and to supporting and sustaining an inclusive school community where ALL students - regardless of the door they enter- achieve excellence through student-centered programs and services.”

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

Edmonds-Woodway High School is a large, comprehensive high school serving a diverse population of 1598 students through a variety of programs and services. These programs include Deaf and Hard of Hearing, Multilingual Learners, Resource Learning, Life Skills, and Special Olympics. Additionally, an incredibly strong Associated Student Body/Activities program.

Edmonds-Woodway (EW) High School is home to the district's International Baccalaureate Programme (IB). EW's IB program was most recently evaluated in February 2025. EW is recognized as a World School with an IB Exam Pass rate of 84% in May 2026 (a grade of 4 or higher on the 1 to 7 scale used for internationally normed exams), and 90% of Diploma candidates earned the full IB Diploma (54 of 60). "IB for ALL" stands strong with over 400 students in 11th and 12th grade participating in at least one IB course, and 141 are pursuing the Full Diploma.

Highlighted in the February 2025 study was EW's close alignment with IB standards**.** The International Baccalaureate Organization (IBO) found that EW's Diploma Programme implementation shows close alignment with IB standards and practices, with all requirements in place. The evaluation team highlighted our open-access "IB for All" approach, which offers accessible course options such as Sports, Exercise and Health Science, Literary Arts, and Theater, along with fee reductions for qualifying families.

Implementation has been sustained and backed by strong leadership, including a co-coordinator structure, a dedicated CAS coordinator, and close collaboration with school counselors. Beyond meeting core requirements, Purpose, Leadership and Governance, and Culture through Policy Implementation were rated as developing beyond expectations. Furthermore, professional development for our dedicated team is strategic, differentiated, and ongoing, resulting in trained teachers across every subject who are praised for student-centered grading practices, collaborative monthly staff meetings, and honest reflection.

According to August 2026 demographic records, our Edmonds-Woodway High School community reflects exceptional cultural and linguistic diversity, with families speaking close to 60 distinct languages. Although English serves as the primary language at home for 70.5% of our student body, EWHS benefits from a dynamic multilingual student population, including significant groups speaking Spanish (15.9%), Korean (1.4%), Vietnamese (1.3%), Amharic (1.2%), Russian (1.0%), and Tigrinya (0.6%). Our broader community encompasses speakers of languages across every continent, including American Sign Language, Akateko, Marshallese, Chuukese, Oromo, Mandarin, Tagalog, Ukrainian, and Bulgarian. This reflects the truly global nature of the Edmonds-Woodway community and creates a learning environment where students bring diverse linguistic perspectives, cultural knowledge, and ways of understanding the world to their shared educational experience. When students see their home languages valued and represented in the school community, they develop stronger connections to their education, feel a deeper sense of belonging, and bring the cognitive benefits of multilingualism—including enhanced problem-solving skills, cultural awareness, and cognitive flexibility—to enrich collaborative learning for all.

School Demographics

Race/ Ethnicity

Asian	11.3%
Black/African American	7.2%
Hispanic/ Latino of any race(s)	24.4%
American Indian/ Native Alaskan	0.4%
Two or more races	10.8%
Native Hawaiian/Other Pacific Islander	2.1%
White	43.8%

Identified Program Support

Free/ Reduced Lunch	36.7%
Youth Experiencing Housing Insecurity	1.4%
Special Education	11.4%
Active Multilingual Learners	13.7%

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 targets 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

- [x] State ELA assessment
- [x] State math assessment
- [x] WCAS and/or WA-AIM
- [ ] State student growth
- [x] Grade level on-track indicators
- [ ] Acadience
- [x] Classroom observation tool
- [ ] Other

Elementary

- [ ] State WaKIDS
- [ ] i-Ready reading
- [x] i-Ready math
- [ ] Running Records
- [ ] Other

Secondary

- [x] State graduation rates
- [x] State dropout rates
- [x] State ninth grade on-track
- [x] District course completion
- [x] 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 2025-2026 school year, the EWHS Equity Team examined attendance-specific data. The Equity Team provided a report, and recommended strategies were determined and reviewed again on August 28, 2026.

Over the 2024-25 school year, the EWHS Equity Team examined data specifically about attendance and how attendance impacts different groups of students at EWHS. 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 EWHS Instruction Leadership team examined graduation, attendance, and credit-earning rates for all students and subgroups. In order to gather more timely data, EWHS English department teachers 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?

On-time graduation increased, comparing the Class of 2025 to the Class of 2026

Engagement of Multilingual Learners (ML) and families has increased (Welcome Pre-Meeting and tour before the general session) during Curriculum Night/Open House on September 17th,

2026. Additional tutoring support for students on Friday early release (60 mins on Fridays October-December; 90 mins on Fridays January - June).

Key strategies supporting this progress for ML students included assigning a dedicated counselor to focus on multilingual students' caseloads beginning in 2024-2025, continuing family engagement through the Natural Leaders program, utilizing oral transcripts when official records were unavailable, and establishing a process to count out-of-state vocational courses as CTE credits toward graduation pathway requirements.

As a result, our graduation rate improved for ML students who began their senior year as active students. In the class of 2024, 53.2% of active ML students at the beginning of the school year graduated on time. In the class of 2025, 53.4% of students in this category graduated on time. In the class of 2026, the number of students increased to 65.2%

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?

In Fall 2026, EWHS celebrated a 4% increase in Graduation Rate. However, the most striking development is the dramatic improvement in EW's Multilingual Learner graduation rate. Starting from 49.1% in 2022, the rate has climbed each year steadily: 52.8% (2023), 53.2% (2024), 53.4% (2025), and reaching an anticipated 65.2% in 2026. This represents a 16-point gain over five years and demonstrates accelerating momentum, with the most recent year showing a jump of nearly 12 percentage points.

The upward trajectory for Multilingual Learners, particularly the acceleration visible in 2026 data, suggests that interventions and support systems make a difference.

Nevertheless, the persistent almost 30-point gap between Multilingual Learners and all learners who graduated in the class of 2026 indicates that continued, intensified efforts are essential to achieve equitable outcomes for all students.

There was progress made in the percentage of 9th-grade students who are on track in credit earning.

EW met the goal regarding student engagement as measured by our attendance rate of 71% schoolwide in June 2026. We look forward to implementing new strategies during the 2026-2027 school year to further improve our attendance rates to our new goal of 76%.

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 High School, the Instructional Council (IC) 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. The Principal's Advisory Council (made up of roughly twenty 9th-12th selected emerging and seasoned student leaders nominated by staff) will begin meeting in October 2026.

During the 2026-2027 school year, EW will complete an accreditation self-study. Staff members participated in a baseline survey on September 18, 2026. Students at EW will complete an annual survey centered on "Belonging, Teacher-Student Relationships, Supportive Learning Environment, High Standards & Expectations, and Teaching and Learning". Parents and families will be engaging in two evening sessions (November 4 and December 2, 2026) to view and provide feedback regarding this School Improvement Plan. Finally, students have been nominated by staff to participate in the Principal's Advisory Committee to review, analyze, and offer feedback to the leadership team in service of this School Improvement Plan and accreditation.

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.

- **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 96%.

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)

On-time graduation will increase from 94% (Class of 2026) to 96% (Class of 2027). **Exceeds the Long-Term SIP Goal from 2024-2025** because 94% was met in 2026.

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

If EW counselors share credit-earning options with students who are behind on credits, teachers highlight Mastery-Based Credit eligibility, and staff provide targeted support to students with grades of 50–60%, then more students in the Class of 2027 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 2027 who are credit-deficient at the start of their senior year.
- As part of the Integrated MTSS (Multi-Tiered System of Supports) fidelity review (underway in Fall 2026), teachers will intentionally encourage students in the class of 2027 who are eligible to earn Mastery-Based Credits (MBC) to earn passing grades in applicable classes.
- Teaching will provide additional opportunities for students who are failing a class with a grade between 50% and 60% to earn a passing grade. Staff will utilize targeted resources (Friday tutoring) as additional academic support.

What will the strategy or strategies look like in action?

- **Data Collection Responsibilities**: Counselors compile academic progress reports, while department heads monitor the completion of Mastery-Based Credits.
- **Monitoring Timeline**: Monthly evaluation occurring on the first Thursday of every month.
- **Review Process**: The Instructional Council evaluates overall patterns, and counseling staff identifies students needing targeted support.
- **Intervention Protocols**: Specific response procedures initiated whenever a student misses target metrics.

Counselors will continue to 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 with 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 87%.

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 2026 to Spring 2027, ninth-grade students earning 6 credits by the end of their 9th-grade year will increase from 83% to 87%.

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

If staff review and reteach based on Integrated 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 at Edmonds-Woodway High School.

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 Danielson 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 F grades. Tier 2 includes counselor-driven "Achievement Groups" and engagement groups for empathy interviews.
- Teachers will implement strategies focused on developing skills to support Academic Conversations, including strategies targeted specifically for ML students. This will be highlighted in observations as "Student Discourse".

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. Tier 1 strategies include "warm welcome/ activator" collaborative work in

varied purposeful groupings and commitment to amplifying student voice across all curricular areas in metacognitive closure activities daily (such as exit tickets). Professional Learning will include strategies that use instructional technology and strategies that support ML (Multilingual Learner) 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 2026 to 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%.

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

If EW staff develop and implement strategies that specifically target encouraging students and families to support improved attendance, then students are more likely to feel connected to school and attend more consistently. 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 (such as "Check and Connect," which is a format similar to counselors' Tier 2 Empathy Interview process) that welcome students back to class after an extended absence.
- Teachers are inviting students to Advisory ReTake/ReDos and after-school tutoring.
- 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. Print and post materials in multiple languages.

What will the strategy or strategies look like in action?

Our Attendance Team and Instructional Council will develop an "Attendance 101" guide for teachers that explains why accurate attendance matters, provides instructions for recording it, and includes sample messages to students and families that encourage class attendance.

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 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)

Attendance rates

Section 4. Who Helped Design/ Refine Our SIP?

Name	Role
Lea Agol	Instructional Council, Parent Representative
Caroline Bernatek	Instructional Council
Adrianna Caton	Digital Learning Coach
Alex Costumbrado	Multilingual Learning Program Counselor
Carrie Dixon	Instructional Council Chair, Social Studies Department Chair
Tamara Fernando	Instructional Council, English Department Chair
Catherine Fisher	Instructional Council, Math Department Chair
Gehan Girgis	Instructional Council, ILs Paraeducator, Equity Team
Lorenda Guzman	Instructional Council, World Language Department Chair
Becky Heckinger	Instructional Council, Science Department
Mathilda Hummel	Instructional Council, Student Representative
Huda Khan	Instructional Council, Student Representative
Kelly Kuest	Instructional Council, ML Department
Morgan Lipe	Instructional Council, Librarian
Sara Lowes	Assistant Principal
Anna McLane	Equity Team; Registrar
Joe Mennano	Instructional Council, Student Representative
Paul Miller	Assistant Principal
Brenda Moore	Instructional Council, Special Education Department Chair
Lizzie Munday	Instructional Council, Counseling Department Chair
Alex Otoupal	Principal
Nash Pape	Instructional Council, Student Representative
Natalia Saavedra	Family Resource Advocate
Michael Simon	Instructional Council, CTE Department, DECA

Name	Role
Brie Townsend	Instructional Council Secretary, Science
Sherri Webster	Instructional Council, CTE Department Chair, FACSE
Nicholas Wellington	Instructional Council, International Baccalaureate Coordinator

Links to supporting documents

- Edmonds School District 2021–2026 Strategic Plan
- Mid-year SIP Reflect/Revise_2026-27
- End-of-year SIP Reflect/Revise_2026-27