

2018-2019 School Improvement Plan

Vision Statement

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

School Context

Edmonds-Woodway High School (EWHS) is committed to insuring that all students reach their greatest potential and graduate college and career ready. As the largest comprehensive high school in the Edmonds School District, EW proudly serves a diverse population of students through its many programs, including the Deaf and Hard of Hearing (DHH), the Explore Program, and Life Skills Program. EWHS is home to outstanding performing arts programs and a host of highly-competitive athletic teams. EWHS is also home to the Edmonds School District's International Baccalaureate (IB) Program which draws students from across the District to participate in this rigorous college preparatory program.

As the demographics of our school and District changes (see demographic data), EWHS serves an increasingly diverse (racially, culturally, linguistically and socio-economically) student population. The school, has maintained high pass-rates on the SBA and other state assessments, although achievement gaps do persist.

Further analysis of our disaggregated achievement data by racial subgroups suggests that there is a pronounced gap in achievement between white and Asian students and students of color, in On-Time Credit Earning and On-Time Graduation. This gap is most pronounced for our Latino, ELL and Special Education student populations.

For our data analysis, we have examined the percentage of students earning at least five credits each year, by grade) beginning in school year 2014-2015 through school year 2017-18 (see on-time credit earning data). We also examined EWHS's four and five year graduation rates, over these same school years.

Grounding our Work in Equity and Inclusion

As EWHS works to effectively serve its increasingly diverse student population, we have framed our work around equity and inclusion, as cornerstones to our efforts to ensure all students achieve at high levels. Towards this end, 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.*

EW's Framework for Equity and Inclusion

DEVELOPING AWARENESS

Understanding how students from culturally, linguistically and gender diverse backgrounds experience school and develop a consciousness around the meaning equity and inclusion in schools.

- Examine race, culture and gender in the context of school
- Continuous Improvement towards culturally proficiency

BUILDING POSITIVE RELATIONSHIPS

Developing authentic teacher-student relationships, based upon mutual respect and trust, while working towards a partnership for learning

- Culturally Responsive Teaching
- Trauma-Informed Practices
- Social-Emotional Learning

ENHANCING LEARNING MINDSETS

Use mindset-informed instructional practices and core engagement strategies that support academic success and college and career-readiness.

- Growth mindset
- Intrinsic motivation theory
- Positive Youth Development

CREATING SUPPORTIVE LEARNING ENVIRONMENTS

Create a welcoming learning environment that is both socially and intellectually safe for all students.

- Positive Behavioral Intervention Supports
- Student voice and student agency
- Family Engagement

Whole School Achievement Goal

1. Increase the percentage of students earning credits on-time (5+ credits per grade level) by 3%.
2. Reduce the gaps in achievement between specific subgroups of students and white students by 3% a year in on-time credit earning, on-time graduation.

Closing the Achievement Gap

To reduce achievement gaps between subgroups of students we will: increase the percentage of Hispanic, ELL and special education students earning credits on-time and increase the percentage of these same student groups graduating on-time.

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Our Instructional Focus

To achieve equity and excellence for all students, EW will focus classroom instruction that will improve student engagement and increase student learning. Informed by social and cognitive neuro-science research, our approach to improving classroom instruction is grounded in, growth mindset research, culturally responsive teaching practices and SIOP (Sheltered Instruction Observation Protocol) strategies. Collectively, these approaches to instruction deepen students' levels of understanding, promote critical thinking and support independent learning.

Our Theory of Action

If EWHS teachers deliver classroom instruction that increases student engagement by using growth mindset teaching strategies, culturally responsive teaching practices and SIOP (Sheltered Instruction Observation Protocol) Strategies, then EW students will engage in meaningful learning activities that will result in academic excellence for all EW students.

Strategies for Instructional Improvement

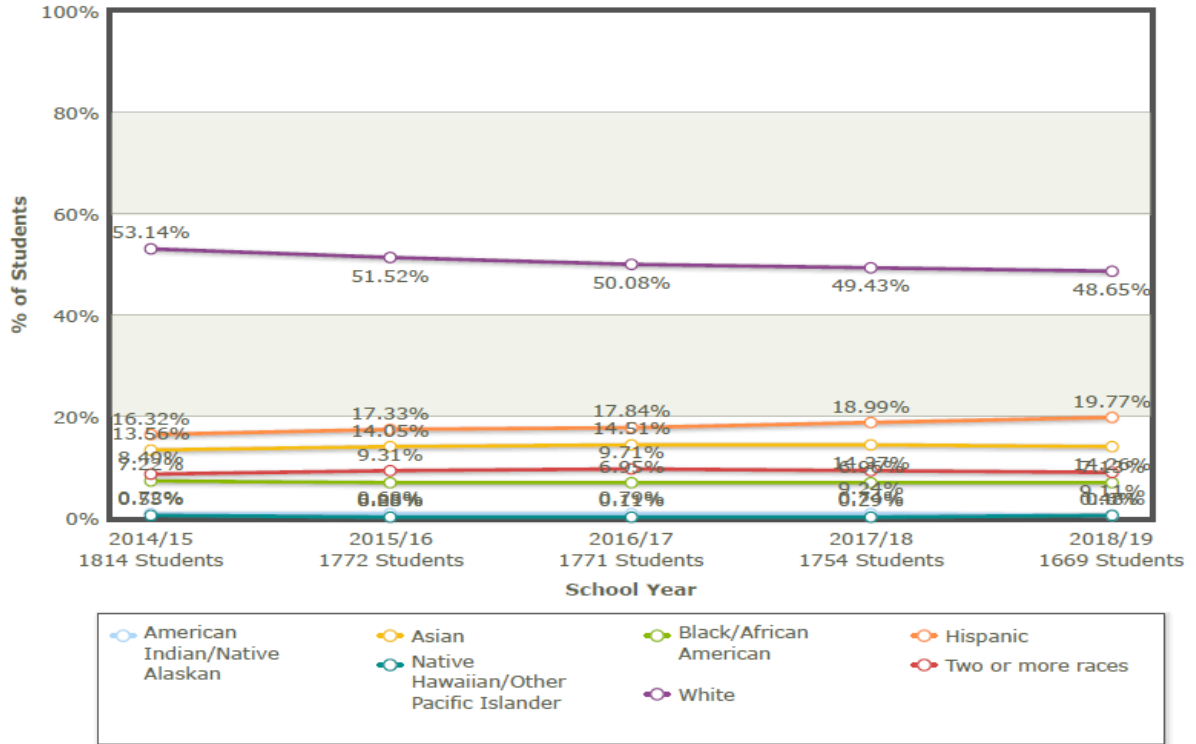
1. Deliver classroom instruction that will enhance and support a “growth mindset” in all students.
2. Deliver classroom instruction that utilize SIOP strategies for classroom Instruction.
3. Deliver classroom instruction that utilize culturally responsive teaching practices.

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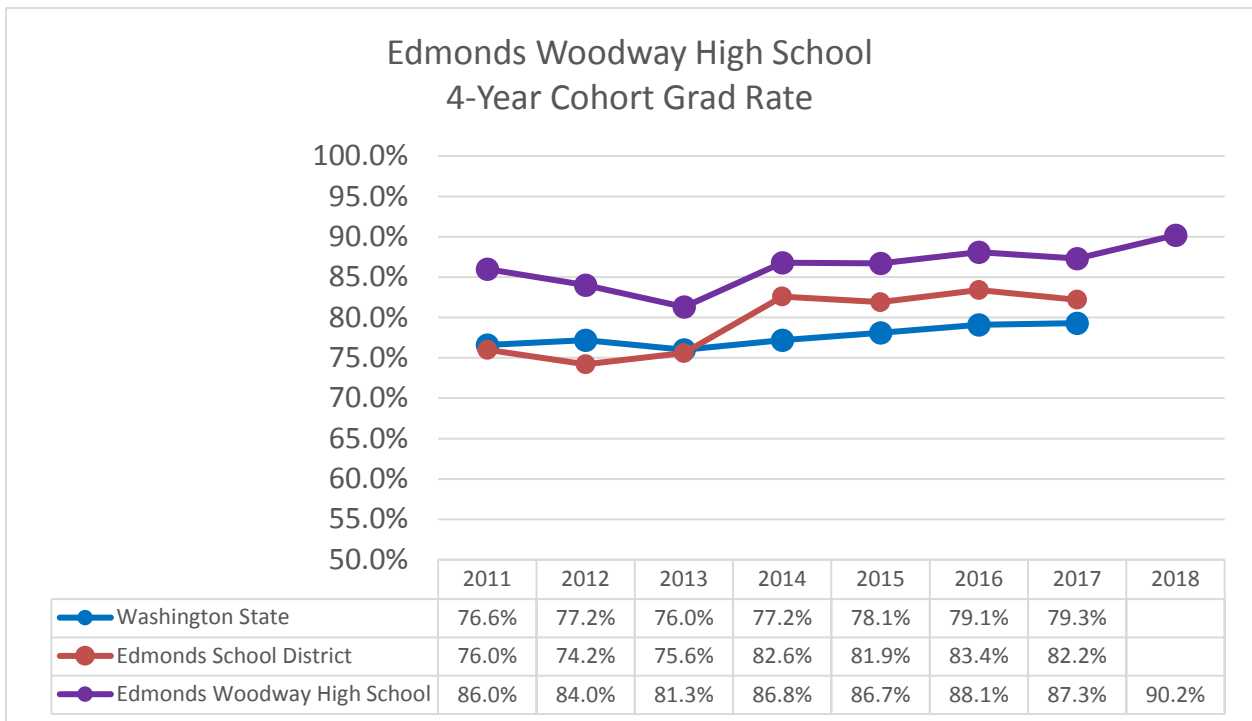
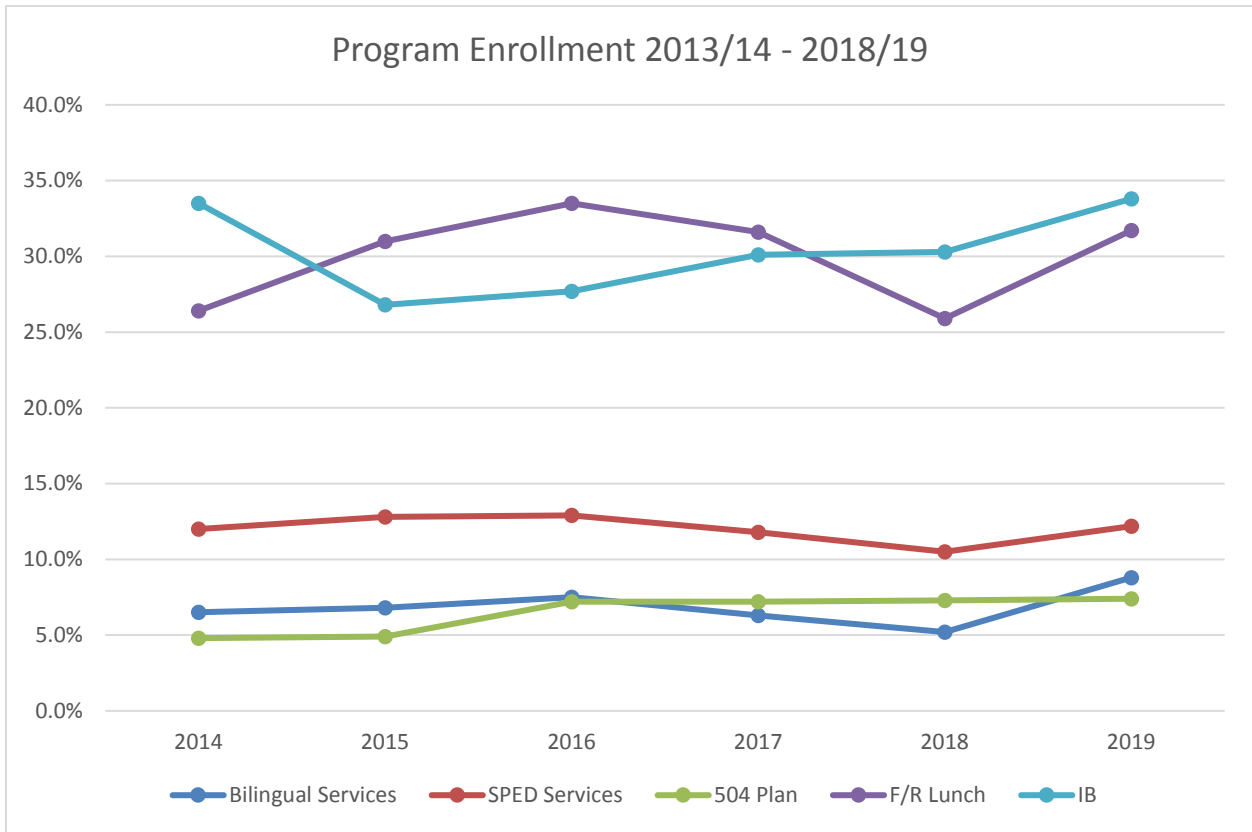
EW SCHOOL DATA

Annual Federal Ethnicity / Race Code Breakdown

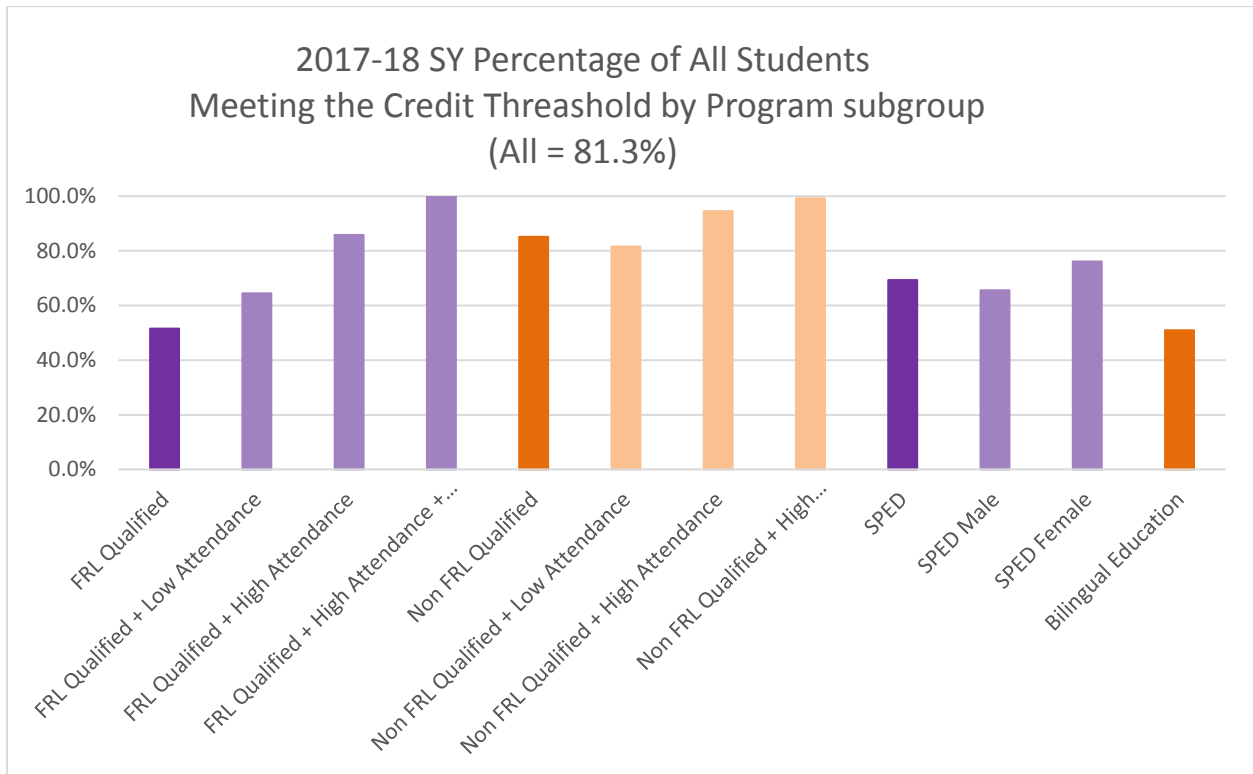
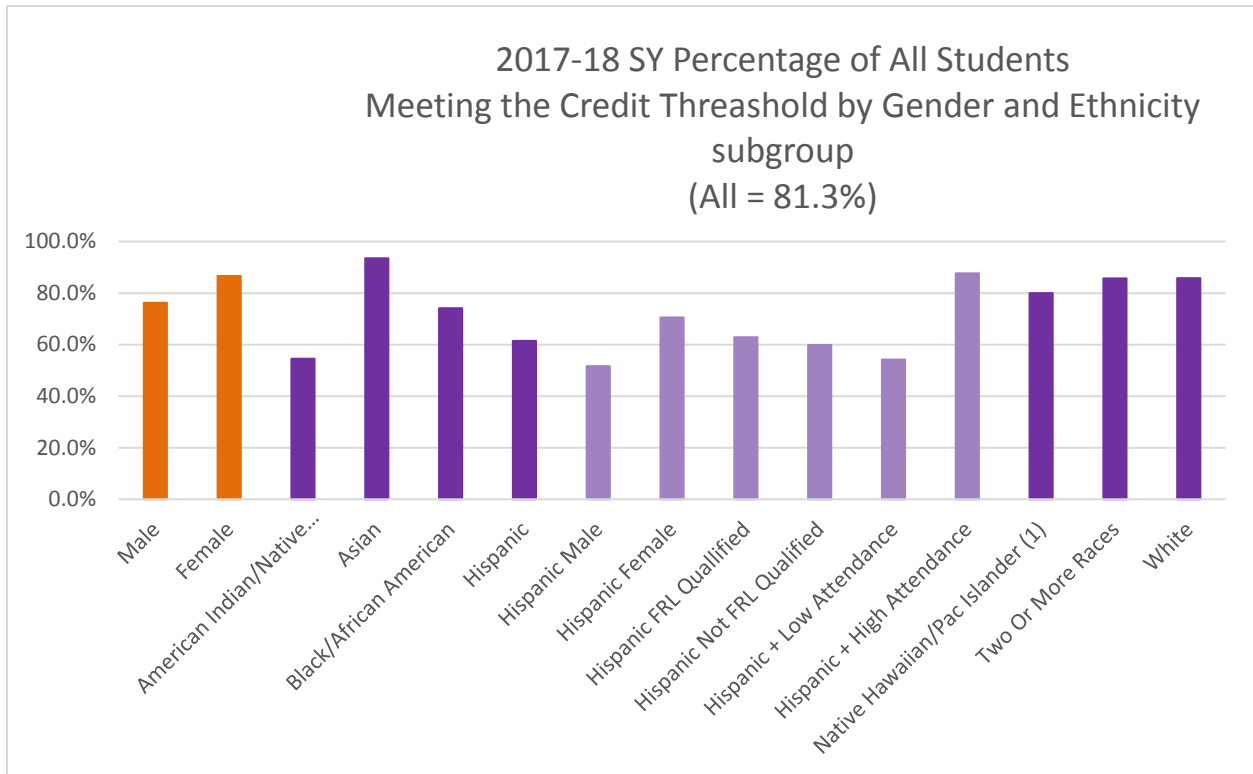
2014/15 - 2018/19



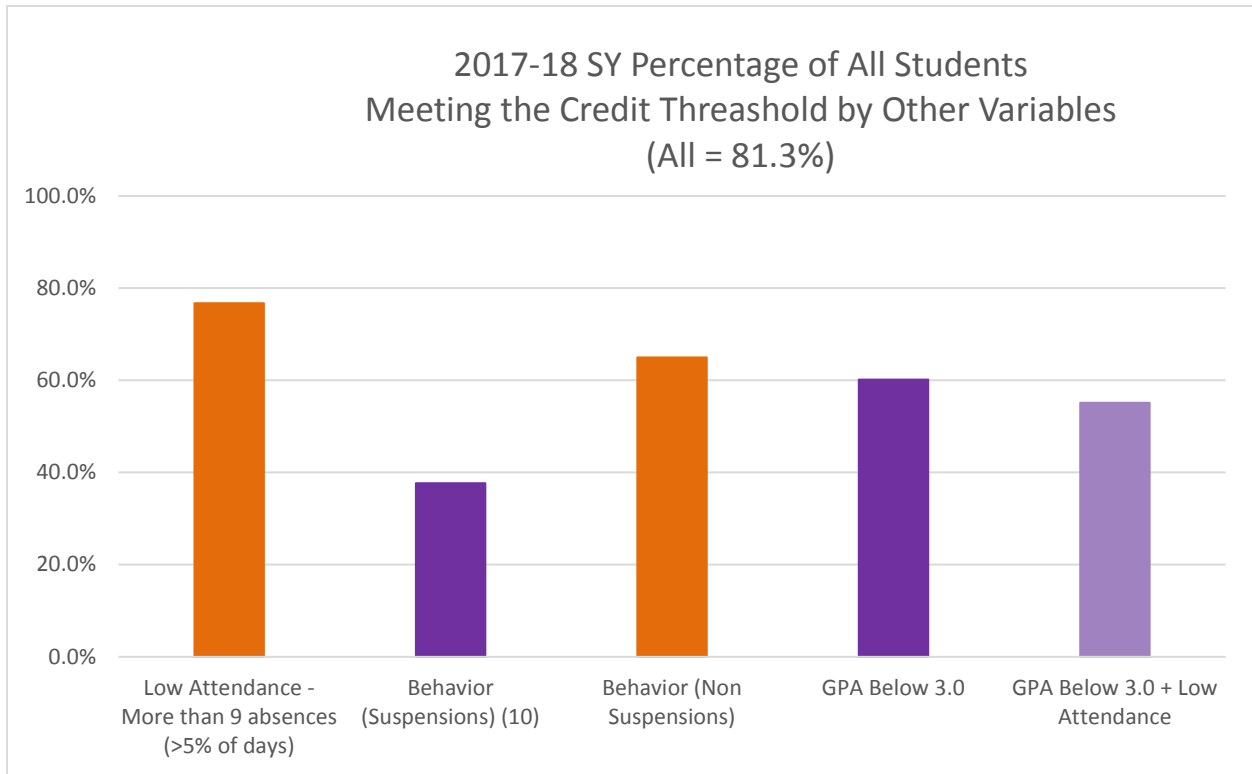
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Changes in Credit Earning Rates

% of Subgroup at Credit Threshold

	2015	2016	2017	2018
All Students	84.4%	86.3%	82.9%	81.3%
Rising 10th Graders (5 Credits; 6 credits)	83.4%	85.5%	83.2%	69.7%
Rising 11th Graders (10 Credits)	88.1%	87.0%	82.0%	86.6%
Rising 12th Graders (16 Credits)	82.1%	85.9%	81.2%	80.9%
Finishing 12th Graders (22 Credits)		86.6%	85.2%	88.2%
Finishing 12th Graders by Grad Year			88.4%	90.4%

Summary of strengths or greatest progress based on the data:

- The majority of our subgroups of students are earning credits on-time at significantly high percentages.
- Our extended graduation rate is over 90%.

Prioritized areas of opportunity or greatest challenge based on the data:

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| 1. | Our Hispanic students, especially Hispanic males, are not earning credit at the same rate as comparison subgroups. |
| 2. | SPED students are not earning credit at the same rate as comparison subgroups. |

Review and Analysis of Data

Check all data reviewed and analyzed that determined your Strategic Direction focus area(s) and your school target.

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> State Assessments | <input type="checkbox"/> AP/IB/CHS/Tech Prep | <input checked="" type="checkbox"/> Discipline Data |
| <input type="checkbox"/> District Assessments | <input type="checkbox"/> CTE Industry Certification | <input type="checkbox"/> Staff Perceptual Data |
| <input type="checkbox"/> School Assessments | <input checked="" type="checkbox"/> Graduation Rate | <input type="checkbox"/> Student Perceptual Data |
| <input checked="" type="checkbox"/> Classroom Assessments | <input checked="" type="checkbox"/> Attendance Data | <input type="checkbox"/> Parent Perceptual Data |
| <input type="checkbox"/> SAT/ACT | <input checked="" type="checkbox"/> Other: Credit Earning Data | |

Strategic Direction Focus Areas

You may choose to select one or more of the other options in addition to Effective Learning for All Students.

- Effective Learning for All Students
- Equity of Opportunity
- P-3rd Grade Early Learning
- Graduates Who Are Ready for Life

Strategic Direction Indicators of Focus

Edmonds-Woodway will measure progress towards our Strategic Direction with the following Indicators:

- On-time credit earning
- On-time graduation rates
- Extended graduation rates

Parent, Family, and Community Involvement in this Plan

The Edmonds-Woodway High School Building Leadership Team body is made up of teachers, parents and students. This BLT will regularly review the School Improvement Plan and monitor our progress towards meeting our goals. In addition, our School Improvement Plan will be shared will shared with the broader school community including the Parent Student Organization. It will also be posted on our school website for community review.

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Learning Opportunities

<i>Learning Opportunities for Students</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
As part of progress monitoring, what are you doing to help students who are still struggling?	<ul style="list-style-type: none"> • After School Study Club • After School Math Study Club • Algebra Support • Volunteer tutoring options • Advisory • Credit retrieval – Math and ELA • Writing Center 	Ongoing
As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?	<ul style="list-style-type: none"> • Honors classes • Advanced Placement Classes • International Baccalaureate Program 	Ongoing
Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.	<ul style="list-style-type: none"> • Advisory classes for all students • Counselor services • Administrator support • School wide lessons on Social and Emotional Learning 	Ongoing

<i>Learning Opportunities Provided for Staff Specific to the School Target</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
Whole staff learning opportunities to support the focus and intentionality of this Goal.	Professional Development focused on: <ul style="list-style-type: none"> • Growth Mindset • Motivation & Culturally responsive Teaching • Effective Assessment Strategies 	See attached PD Calendar and MMA Graphic
Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.	See Professional Development Plan	September – June 2017/18

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STRATEGY AND ACTION STEPS

DOMAIN	STRATEGY	SCHEDULE
Teaching and Learning	<ul style="list-style-type: none"> • Continue to implement IB for All in English • Work with 9th Grade Team towards Middle School Alignment • Engage in Coaching Cycles with SIOp • Expand the use of Homeroom across all departments 	In Progress
Supportive Learning Environment	<ul style="list-style-type: none"> • Teach coping skills for stress management (include students in developing lessons) in advisory. • Continue Link Crew model to create stronger community connection for 9th graders. • Raise Student Voice through teacher/student facilitated equity discussions. • Survey students on equity 	In Progress
Family and Community Engagement	<ul style="list-style-type: none"> • Participate in the Road Map Project for Family Engagement. • Hold 4th annual Parent University in March 2019 • Hold monthly Principal Coffee's at school for parent access 	In Progress