



Edmonds
SCHOOL DISTRICT

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.

Edmonds-Woodway High School (EWHs) is committed to insuring that all students reach their greatest potential and graduate college and career ready. 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 students and Sp.Ed and ELL students in On-Time Credit Earning and On-Time Graduation.

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.*

Our Demographics

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	1598	NA	Two or More Races	144	9.01%
American Indian/Alaskan Native	7	0.44%	English Language Learners	138	8.64%
Asian	235	14.71%	Homeless/McKinney-Vento	36	2.25%
Black/African American	118	7.38%	Low Income	525	32.85%
Hispanic/Latino	300	18.77%	Section 504	146	9.14%
Native Hawaiian/Other Pacific Islander	10	0.63%	Students with Disabilities	194	12.14%
White	784	49.06%	Student Mobility	45	2.82%

Student, Family and Community Involvement

The Edmonds-Woodway High School's Instructional Council 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.

Reflection & Evaluation of Prior Year's Progress

Goal	Narrative Reflection
Increase the percentage of students earning credits on-time (5+ credits per grade level) by 3%.	Our on-time credit earning has held steady over the last three years with slight increases for some student groups. It should be noted that the change in graduation requirements to 24 credits impacted our on-time credit earning overall.
Reduce the gaps in achievement between specific subgroups (ELL, Latinx, Special Education) and white & students by 3% a year.	While gaps in achievement were reduced for some student groups, gaps in achievement persisted for other groups. Over the last three years, gaps increased over time for some groups but in 2018-19 data significant gains in achievement were realized. It should be noted that the change in graduation requirements to 24 credits resulted in gap increases for some students in certain grade levels.

In our 2019-2020 SIP we continue to work towards improvement in closing gaps in achievement and increasing on-time graduation, drawing upon the insights gained from our analysis of our prior year's data.

Needs Assessment

Areas of Strength

1. We have fully implemented IB for ALL and de-tracked English Language Arts. As a result, all students are being provided with a rigorous, relevant learning experience in English Language Arts. As a result, in spring of 2019 one-hundred forty nine (149) seniors to out of the one-hundred fifty two (152) seniors that sat for the the IB Lang. Lit exam earned a score of four (4) or better which earned them college credit in English.
2. We have expanded the use of Restorative Practices as a response to student discipline, as a result we have reduced suspension across our school.

Areas of Needed Growth

1. Continue to close gaps between various sub-groups of students, as ELL and Special Education Students continue to lag behind all students in on-time credit earning.
2. There is a need to increase the use of high-leverage strategies and differentiated instruction across all departments, in order to increase student engagement and, in turn, increase student achievement.

State Participation Rates

Student Group	Assessment	Participation Rate
All Students	ELA	92.93
Black-African American	ELA	94.29
Hispanic-Latino	ELA	89.33
Limited English	ELA	90.91
Low Income	ELA	87.12
Special Education	ELA	88.10
White	ELA	92.66
Black-African American	MATH	94.29
Hispanic-Latino	MATH	89.87
Limited English	MATH	92.31
Low Income	MATH	89.63
Special Education	MATH	88.10

We will increase our participation rate by communicating effectively across our school community the importance of participating in state assessments.

Theory of Action

If our teachers deliver classroom instruction using high-leverage teaching strategies, informed by growth-mindset research and grounded in culturally responsive practices *then* all EW students will engage in meaningful learning activities that will result in academic excellence for all EW students.

Rationale

We believe that achieving equity and excellence for all students will be achieved when all EW teachers are skilled at teaching diverse learners using evidence-based high-leverage practices and strategies. To this end, our focus on culturally responsive teaching and the effective use of high-leverage strategies, shall guide our professional learning, because these approaches to instruction deepen students' levels of understanding, promote critical thinking and support independent learning.

Student Outcome Goals

Outcome Goal 1

Increase, by 3%, the number of EW students earning credit on-time during the 2019-20 school year.

Outcome Goal 2

Increase, by 3%, the number of students in specific sub-groups (Latino, Special Education and ELL students) earning credits on-time during the 2019 20 school year.

Student Group	2018-19	2019-20 Goal
All EW students	88.7 %	91%
Latinx	65.3 %	68%
Sp.Ed.	67.5 %	70 %

Action Plan

DOMAIN	STRATEGY	SCHEDULE
Teaching and Learning	<ul style="list-style-type: none"> Expand the use of high-leverage strategies across all content areas. Deliver professional development on SLOP to all staff over the course of the school year. Expand the use of Homeroom across all departments. Develop a high-quality service delivery model for ELL students. Deliver professional development on differentiated instruction over the course of the school year. 	In Progress
Supportive Learning Environment	<ul style="list-style-type: none"> Deliver SMART Training to all students. Continue Link Crew model to create stronger community connection for 9th graders. Continue to implement MTSS. Broaden strategies used to address student behavior (i.e, restorative practices such as reflections, restorative justice meetings, peer mediation, motivational interviewing and conversation circles). 	In Progress
Family and Community Engagement	<ul style="list-style-type: none"> Participate in the Road Map Project Deliver SMART training for parents. Hold monthly Principal's coffee's at school for parent access. 	In Progress

Plan for Years 2 & 3

Continue to effectively serve its increasingly diverse student population work to increase student achievement for all students through sustained focus and commitment to our strategy school improvement.

Department Goals

Department	Goal	Measure	Technology
Math	Increase the percentage of A-C grades earned by ELL students in math by 3.1% in the 2019-2020 school year (compared to 2018-2019)	Semester grades	Teachers will use Canvas to enhance as an LMS and one-to-one laptops to support enhance student learning.
DHH	In the DHH department, the students will learn how to improve their editing skills which will then be reflected through effective written language.	Semester grades	Teachers will use Canvas to enhance as an LMS and one-to-one laptops to support enhance student learning.
Learning Support	Increase by 3% the number of students in Learning Support who earn credits on time during the 2019-2020 school year.	Semester grades	Teachers will use Canvas to enhance as an LMS and one-to-one laptops to support enhance student learning.
Social Studies	Increase, by 3%, the number of Special Education an ELL students earning credit on-time during the 2019-20 school year in Social Studies classes.	Semester grades	Teachers will use Canvas to enhance as an LMS and one-to-one laptops to support enhance student learning.
Science	Increase, by 3%, the number of Special Education an ELL students earning credit on-time during the 2019-20 school year in Social Studies classes.	Semester grades	Teachers will use Canvas to enhance as an LMS and one-to-one laptops to support enhance student learning.
English	Improve by 10% writing scores at all grade levels. Improve by 20% writing scores for students of color at all grade levels.	ELA exam	Teachers will use Canvas to enhance as an LMS and one-to-one laptops to support enhance student learning.