School Improvement Plan

School Name: Edmonds Woodway High School
Year: 2020-21

Section I: School Mission, Vision, and Demographics:

Edmonds Woodway (EW) is committed to insuring that all students reach their greatest potential and graduate college and career ready. EW gladly serves a diverse population of students through its many programs, including the Deaf and Hard of Hearing (DHH), English Learning, Special Education and Life Skills programs.   EW 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.

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

School Vision (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.

School Values:
Equity and Inclusion, Student-Centered, Community, Integrity, Compassion, Citizenship

School Demographics:

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October 2019)	1556	NA	Two or More Races	150	9.6%
American Indian/Alaskan Native	8	0.5%	English Language Learners	175	11.2%
Asian	222	14.3%	Homeless/ McKinney-Vento	35	2.2%
Black/African American	111	7.1%	Low Income	504	32.4%
Hispanic/Latino	318	20.4%	Section 504	120	7.7%
Native Hawaiian/Other Pacific Islander	7	0.4%	Students with Disabilities	179	11.5%
White	740	47.6%	Student Mobility	45	2.9%

*The data in this table is from the 19-20 school year as reported by the OSPI School Report Card.

Student, Family and Community Involvement in Plan:
The Edmonds Woodway High School's Instruction Council membership is made up of staff members, students and parents. This building leadership team regularly reviews the School Improvement Plan and monitors our progress towards meeting our goals. In addition, our School Improvement Plan will be shared with the broader community including the Parent Staff Organization. It will also be posted on our school website for community review.

Section II: Reflection & Evaluation of Prior Year's Progress

Describe the progress your school made toward the improvement goals in the 2019-20 SIP.

Goal	Narrative Reflection
Increase the percentage of students earning credits on-time (5+ credits per grade level) by 3%).	Percentage of students earning credit on-time decreased from 88.7% during the 2018-2019 school year to 82.5 % during the 2019-20 school year. Typically, our students who may be struggling in classes seek and receive support during the 2nd half of the semester. The school closure and the end of our 3rd quarter impacted our failing students' ability to continue to engage in their education and to persist to a passing grade.
Reduce the gaps in achievement between specific subgroups (ELL, Latinx, Special Education) and white students by 3% a year.	During the 2019-20 school year, we saw a decrease in the gap between specific groups compared to white students, especially Special Education students and ELL students. For special education students, the gap decreased by 8.4% and we experienced a decrease of 3.1% for English Learners. For our Latinx students, the gap did not significantly decrease but also did not grow.

How has the progress described above informed your school's improvement planning for this school year?
At Edmonds-Woodway High School, we continue to strive to raise our graduation rate by monitoring our successful credit earning for all of our students. When school closed in the spring, we shifted our focus from supporting students in school to keeping students engaged in remote learning. Teachers changed instructional delivery, grading strategies and family communication to adapt to the new remote learning environment. Our focus became engaging students at any level they were able throughout the remainder of the school year.
For the 2020-21 school year, we reviewed our progress toward our goals and have used new data from the new school year to shape our goals, but are still focused on credit earning, our achievement gap and graduation rates.

Section III: Needs Assessment
The Edmonds-Woodway High School Instructional Council and staff have analyzed both data for our 2019-20 SIP goals, grading data from quarter 1 of 2020-21 and data collected from our student wellness survey to determine our strengths and areas of growth.

A. Based on your data analyses and examination of other contextual factors, what specific claims can you make about your school's Areas of Strength and Areas of Needed Growth (2-3 for each)?

Areas of Strength

1. We continue to fully implement IB for ALL that has de-tracked our English-Language Arts courses. While the IB did not administer exams in the spring of 2020, the IB was able to issue scores base off other assessments collected from students during the school year. 160 of the 165 students participating in IB scoring earned a score of 4 or above, making them eligible to earn college credit.
2. During the spring of 2020, we scaled-up or implementation of our Check and Connect program, providing students with staff mentors to building their student skills.
3. Our continued expansion on Restorative Practices has resulted in a focus on building relationships and partnerships with students and families resulting in improved student behavior.
4. Attendance during quarter 1 of 2020-21 is strong, indicating the students' and families' desire to stay engaged in school even during remote learning.

Areas of Needed Growth

1. The Spring 2020 school closure revealed that our students need support to manage their coursework outside of the structure provided in a traditional school day. Students in are targeted subgroups, especially EL and Special Education students, continue to lag behind all students in on-time credit earning.
2. While attendance rates are similar to attendance rates prior to school closure, student engagement during asynchronous learning is not at the level of engagement prior to the school closure during the traditional school day. Current 2020-21 quarter 1 data reveals that 40% of our students are currently failing one or more classes, a significant increase from 2019-20 quarter 1 data. Additionally, 68% of our EL students are failing more than one class.
3. The 2020-21 student wellness survey indicates that only 70% of our students feel that they can ask any staff member for help, and approximately 50% of our students report they do not feel connected to adults or other students at our school.

B. Based on your analyses, what specific areas of needed growth will your school focus? What is your rationale for this focus; why this above others? What has your improvement work identified as potential causal factors, i.e. what's happening or not happening in your school that's bringing the current results?

Our spring 2020 school closure brought to light some significant gaps in our students' engagement and skills to be successful students. Without the traditional school day structure, easy access to teachers and support, and the stress of current social issues, many of our students struggled to academically succeed and thrive. English Language learners and students who receive special education services were particularly impacted. As we continue learning remotely during the 2020-21 school year, Edmonds-Woodway will focus on Equity in four specific areas: Self-Efficacy and the Academic Mindset, Social/Emotional Learning, Raising Student Voice, and Connecting with Families.

C. Additional Data Required
State Participation Rate: 95% participation required:
Area of Opportunity (less than 95% participation)

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

Dependent upon the state offering testing this spring, we will increase our participation rate by communicating effectively across our school community the importance of participating in state assessments.

Section IV: Theory of Action

Theory of Action
If Edmonds-Woodway focuses on using high-leverage culturally responsive strategies for delivering education, *then* all EW students will engage in meaningful learning activities that will result in an increase in on-time credit earning and graduation for all EW students.

Rationale

Self-Efficacy and the Academic Mindset - During remote learning, we must rely on our students skills in self-efficacy to engage in their education. Removing the structure of the school day has revealed a skill deficit in this area. Zaretta Hammond in *Culturally Responsive Teaching and the Brain* calls this the Academic Mindset and emphasizes for all students and especially our student of color that educators are allies to students engaging in their own learning. Building the academic mindset allows students to take control over their own learning and achievement.

Social/Emotional Learning – During remote learning, we are challenged even more to build academic relationships and connections with students and to help students connect with each other. Within and outside the classroom, virtually or in-person, we can foster a safe learning environment, communicate caring, teach stress management, and build connections to the school so that students know they matter in their school community.

Raising Student Voice – Research demonstrates that providing students with voice and choice in their learning increases engagement and achievement. Students will be more likely to engage in schoolwork when they have choice over topics, format, and products. Additionally, we can increase the connection to our school community by increasing the opportunities for students to provide voice in decision-making and listening to their feedback regarding their experiences.

Connecting with Families – During remote learning, our families have become partners in delivering education. Connecting with our families beyond the traditional evening events of a high school will move us toward enriched relationships and partnerships by implementing Dr. Karen Mapp's *Dual Capacity-Building Framework for Family-School Partnerships.*

Section V: Student Outcome Goals (Schoolwide and Opportunity Gap)

A. Increase, by 3%, the number of EW students earning credit on-time to graduate during the 2020-21 school year.

Student Group	2019-20	2020-21 Goal
All EW students	82%	85%
9th Grade	82%	85%

10th Grade	83%	83%
11th Grade	80%	83%
12th Grade	84%	87%

B. 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.

Student Group	2019-20	2020-21 Goal
All EW students	82%	85%
Latinx	67%	70%
Sp. Ed.	78%	81%

C. Increasing on-time credit earning each school year will result in an increased on-time and extended graduation rate for all EW seniors by 3%.

D. Social Emotional Learning Focus – Staff will use best instructional strategies to create a welcoming classroom/school environment and building positive academic relationships with students. We will use our Student Wellness Survey data to measure the effectiveness of implementing these strategies. Our first administration of this survey (Nov. 2020) shows:
- 68 % of students indicate they can count on a staff member at school. We will increase this indicator by 7% to 75%.
- 47% of students indicate they are at least somewhat connected to an adult at school. We will increase this indicator by 8% to 55%.
- 49% of students indicate they are at least somewhat connected to other students at school. We will increase this indicator by 6% to 55%.

Section VI: Action Plan

Plan for 2020-21:

Key Improvement Action	Description	Timeline

Use instructional strategies that teach Self-Efficacy and the Academic Mindset in all students, and especially struggling students.	• Deliver professional development focusing on instructional strategies to develop self-efficacy and the academic mindset using Culturally Responsive Teaching and the Brain as the anchor text. • Implement Check and Connect model to assign struggling students to mentors and school counselors for regular check-in meetings. • Develop High School and Beyond plan goals for each student.	Throughout school year on professional development days. Implement Semester 1; continue through school year. Semester 2 (Feb. & March)
Focus on Social/Emotional Learning by creating more connections to adults and other students at school.	• Continue LINK crew in remote format to connect freshmen to older students. • All teachers implement instructional strategies that encourage connection and engagement in classes. • Implement peer mediation program. • Implement conversation circles in each Advisory class.	Semester 1 Throughout School Year Semester 1 Semester 2
Integrate active and authentic student voice in the decision-making of the school.	• Develop a wider variety of options for students to develop their leadership (Equity Team, Instructional Council, Principal Advisory Board)	Semester 1
Increase opportunities to connect with families as partners in their student's education.	• Hold monthly parent meetings in zoom webinar format about specific topics. • Hold monthly morning principal coffee hours. • Provide bi-monthly family newsletter in translatable format	Throughout school year Throughout school year Throughout school year

Plan for Years 2 & 3:
2021-2022:
   • Focus professional development and instructional strategies on grading for equity.

- Develop strategic work and action items for Equity Team.
- Develop collaborative relationships with families; implement Natural Leaders or similar program.
- Institutionalize restorative practices, conversation circles, and peer mediation strategies.

2022-2023:
- Implement instructional strategies on grading for equity building-wide
- Develop strategic work and action items for Equity Team.
- Engage collaborative relationships with families; continue Natural Leaders or similar program.

Section VII: Grade Level/Specialist/Department Goals - Drafts

Department	Goal	Measure	Technology
DHH	In the DHH department, the students will learn how to improve their writing and editing skills which will then be reflected through effective written language. Writing skills will be applied across subject areas.	Pre and Post tests using rubrics and editing checklist	Teachers will use Canvas to enhance as an LMS and one-to-one laptops to support enhance student learning.
English	Support students in shifting to a focus on reflection, understanding learning as a process rather than an end-goal, and actively involve students in their own assessment.	Writing samples and culminating writing projects	Teachers will use Canvas to enhance as an LMS and one-to-one laptops to support enhance student learning.
English Learning	From October to April, students will demonstrate growth in student engagement, work completion, and attendance.	Zoom attendance, assignment completion	Teachers will use Canvas to enhance as an LMS and one-to-one laptops to support enhance student learning.
Learning Support	Increase student engagement by working with each student to increase work completion in all learning support classes	Assignment completion	Teachers will use Canvas to enhance as an LMS and one-to-one laptops to support enhance student learning.
Life Skills	Increase the rate that students complete and submit schoolwork.	Assignment completion	Teachers will use Canvas to enhance as an LMS and one-to-one laptops to support enhance student learning.
Math	Decrease the number of no credit grades in all math classes by 20%.	Progress report, Semester grades	Teachers will use Canvas to enhance as an LMS and one-to-one laptops to support enhance student learning.
Music	Increase student engagement in classes during the designated class periods.	Zoom attendance, assignment completion	Teachers will use Canvas to enhance as an LMS and one-to-one laptops to support enhance student learning.
PE	Promote and improve student self-efficacy by increasing the number of fitness logs submitted by	Fitness Log Submission	Teachers will use Canvas to enhance as an LMS and one-to-one

	students during online learning, which will reduce the number of NC's by 1/3.		laptops to support enhance student learning.
Science	Reduce the number of students with an NC grade by reducing the number of missing assignments.	Progress reports every 2 weeks.	Teachers will use Canvas to enhance as an LMS and one-to-one laptops to support enhance student learning.
Social Studies	Increase the number of completed assignments outside of synchronous class time.	Semester grades	Teachers will use Canvas to enhance as an LMS and one-to-one laptops to support enhance student learning.
World Language	The World Language Department will expose students to a variety of vocab learning strategies and guide students to take an active role implementing and identifying those that are most effective for them. Students will track their vocab learning skills over time and reflect on their progress. Through this process, students will develop self-efficacy as they master the vocabulary and build confidence in their ability to navigate setbacks successfully.	Vocabulary assessments, reflections.	Teachers will use Canvas to enhance as an LMS and one-to-one laptops to support enhance student learning.