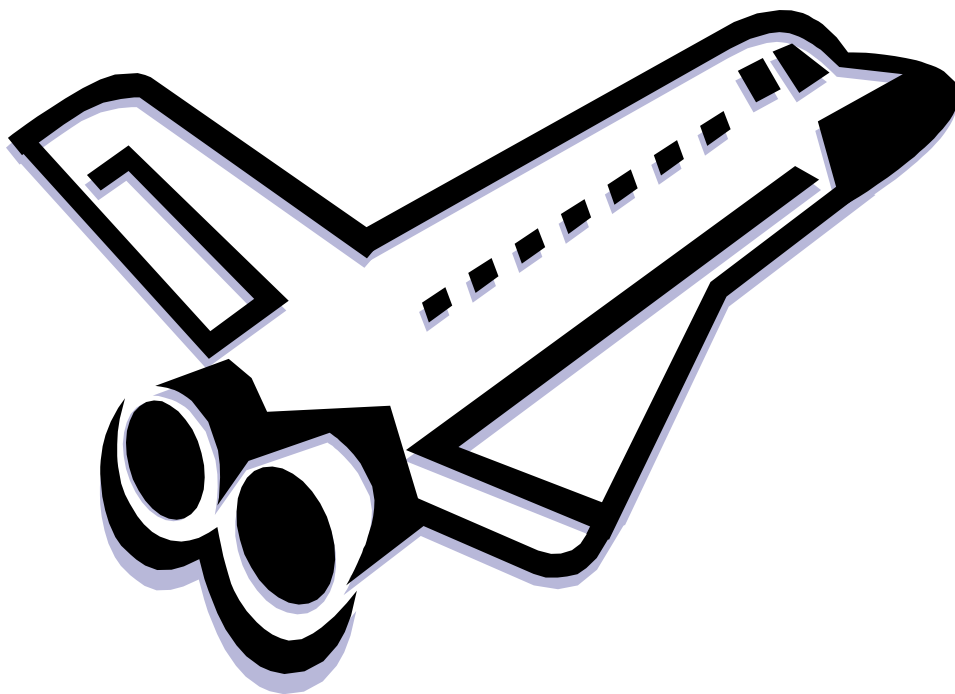


SCHOOL IMPROVEMENT PLAN

ENDEAVOUR INTERMEDIATE SCHOOL

Fife School District: A Standard Bearer District

SCHOOL YEAR 2004-2005



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***Endeavour's mission: To help our students become
better readers, writers, and problem solvers***

Celebrations of Success
Endeavour's School Improvement Plan and Outcomes
2003-04

Specific School Goal #1: Provide meaningful and engaging work for students, to result in a rise in significant achievement measures for students

Action Plan:

- ☑ Increased proportion of time spent on the use of writing prompts in classroom practice at all levels to improve content, organization and style
- ☑ Employed a variety of strategies to increase vocabulary development at all grades, especially as they pertain to diverse learners
- ☑ Used common prompts and activities with all classes at one grade level in order to bring common student work to descriptive reviews
- ☑ Continued to develop expertise with the new math series, refining assignments to differentiate for student needs
- ☑ Continued and increased use of math journals for students to develop problem-solving abilities and communication skills
- ☑ Continued to review and use released WASL items as grade levels and whole staff to increase staff understanding, and students' experience and preparation
- ☑ Used building QSD and district staff development time (half-day release time) as grade levels and whole staff to align curriculum across grade levels
- ☑ Continued and broadened the use of technology in the implementation of curriculum to engage student interest and allow multiple ways for students to demonstrate understanding
- ☑ Reviewed CBM and other achievement testing for ESL students and others at risk of not passing WASL standards; target students for additional practice and support
- ☑ Increased classroom focus on analysis and interpretation of literary text in the adopted reading series at all grade levels

Impact:

Results for the Spring 2004 WASL:

- **61% passed Math (goal was 60%)**
- **70.7% passed Reading (goal was 79.5%)**
- **55.3% passed Writing**
- **Percent of students passing all three areas increased**
- **All subgroups made Adequate Yearly Progress**

Specific School Goal #2: Implement new science curriculum

Action Plan:

- ☑ Endeavour's science team provided professional development in the use of science kits; outside trainers also used
- ☑ Provided materials for teachers through Highline reservation system
- ☑ Provided regular time in the school schedule for instruction of science at all grade levels
- ☑ Monitored achievement of curriculum-based goals

Impact:

- **Science curriculum was implemented in all classrooms grades 2-5**
- **25% of fifth graders passed the Science WASL in Spring 2005**

Specific School Goal #3: Foster communication across all grade levels, school personnel, and with the entire Endeavour community

Action Plan:

- ☑ School site council reviewed the existing decision-making matrix
- ☑ School site council informed staff of potential and pending decisions and the various roles of stakeholders in making decisions
- ☑ Learning Improvement Team advised on implementation of curriculum, staff development, and assessment of student achievement.
- ☑ Grade level and other teams had release and QSD time to collaborate for improving the quality of the work provided to students
- ☑ Teams received support to implement goal-setting, student-involved Three-Way (parent, teacher, student) conferences

Impact:

- **Three Way conferences were well received by staff, students and families**
- **Teams took part in WOW academies and other opportunities, and expressed satisfaction with collaboration time**
- **Staff surveys indicated satisfaction with communication process from administration, across grade levels, and with parents, as well as areas for improvement**

Specific School Goal #4: Provide safe and civil climate for achievement

Action plan:

- ✓ Responsibility Team participated in Safe and Civil Schools/Randy Sprick trainings and provided inservice to staff meetings and OSD meetings
- ✓ Staff generated suggestions, helped collect data, and provided feedback to the team while implementing the process
- ✓ Provided staff development to address bullying
- ✓ Staff reviewed and practiced emergency procedures during drills

Impact:

- **Staff and parents expressed satisfaction with school climate and rewards provided to students for appropriate behavior**
- **Anecdotal evidence showed an overall decline in office referrals**

Specific School Goal #5: Use technology to improve instruction and examine student data

Action Plan:

- ✓ Learning Improvement Team reviewed and recommended opportunities for staff development in use of technology to implement the curriculum
- ✓ Used Ed Performance testing to generate goals for improvement for students who are identified as struggling
- ✓ Developed graphic displays of school data to help improve practices
- ✓ Reviewed individual data with teachers relating to students in their classes to plan for instruction
- ✓ Informed staff and others about implementing Technology Standards of Learning

Impact:

- **Individual classrooms had increased use of technology to implement the curriculum**
- **Individual teachers used graphic data to share with parents and to plan instruction**
- **All fifth graders had EdPerformance data forwarded to SLMS for proper placement in 6th grade classes**

DATA COLLECTION PROCESS

for Endeavour's 2004-2005 School Improvement Plan

The following are the components of our comprehensive needs assessment:

- 2003-2004 assessments: WASL, ITBS, Ed Performance; CBM, Dibels, QRI
- Safe and Civil Schools parent, staff and student surveys, January 2004
- Olweus Bullying Prevention survey of students and staff, May 2004
- 2003-04 teacher needs assessment
- Site-Based and School Improvement Team input and feedback
- 2003-2004 Annual School Performance Report
- Federal and State Mandates
- Parent feedback

Needs identified through achievement data, and state/federal mandates:

- Improve instruction of Reading, Writing, Math and Science for all students, to foster rising achievement, as indicated by WASL goals and required progress for No Child Left Behind legislation
- Continue to focus on the needs of diverse students to foster rising achievement
- Set improvement goals and monitor achievement for individuals and groups of students, using Ed Performance, Dibels, and CBM
- Group second grade students for reading instruction, measure program progress, and design individual improvement plans using QRI

Needs identified through the Site Council, Learning Improvement Team and parents:

- Focus on communicating and collaborating within and across the Endeavour/Fife school communities
- Use technology to implement curriculum in all areas

Needs identified through staff/administration, and parents:

- Participate in Safe and Civil Schools school-wide climate and discipline improvement process to address school safety (second year of grant)
- Undertake the Olweus Bullying Prevention Program to reinforce high expectations and address Bullying, Harassment and Intimidation
- Further review emergency plans and implement recommendations
- Address needs of the diverse learner in all subject areas, per 2003-04 Teacher Survey about professional development

Needs identified through Washington State Essential Learnings:

- Provide students the opportunity to analyze their work, assess strengths, and set their own goals
- Review Grade Level Expectations (GLEs) to align instruction for math, reading, and science

**Adequate Progress for the 2004-2005 School Improvement Plan
will be achieved when the three stated goals have been met**

FIFE SCHOOL IMPROVEMENT VISION STATEMENT

Throughout the school district there is a clear focus on students and on the quality of the work provided to students - work that students find interesting, challenging, and satisfying and that results in their learning what is expected by schools, parents, and the community.

Endeavour Intermediate GOALS AND ACTION PLANS

Specific School Goal #1: Provide meaningful and engaging work to increase student achievement in reading, writing, math and science

Action Plan:

Use WASL rubrics, released items, and GLEs to:

- increase focus on analysis and interpretation of fiction and non-fiction reading text in the adopted series and other readings;
- bring common student writing to grade level and larger descriptive reviews to improve content, organization and style (COS);
- increase use of math journals and other strategies for students to develop problem-solving abilities and communication skills;
- regularly teach scientific processes, content, and vocabulary;
- broaden the use of technology to engage student interest and allow multiple ways for students to demonstrate understanding;
- promote the “trainer of trainers” model to develop expertise in content areas and technology implementation.

Use building QSD and release time as grade levels and whole staff to:

- conduct descriptive reviews and other professional conversation about student work in reading, writing, math and science;
- team with colleagues at Hedden, Discovery and SLMS to align curriculum;
- provide professional development in the use of science kits (outside trainers may also be used;)
- plan for and provide technology integration into all areas of curriculum;
- promote participation in WOW academies to develop exemplary lessons based in research on difficult-to-teach concepts;
- develop graphic displays of school data to help improve practices.

Use data about ESL and other students at risk of not meeting WASL or QRI standards to target additional practice and support to increase achievement, both during and outside the school day (zero hour and/or after school.)

Use the expertise of our Reading SWAT team (general education, special education, remedial reading and ESL teachers, librarian, SLP) to focus on research-based best practices to increase reading fluency and vocabulary development in the general education classroom for all students, with special emphasis on students at risk of not meeting standards.

Use classroom assessments to measure engagement.

Have Marie Gibson, math specialist, continue participation in the Math Cadre, present at staff meetings, and provide staff development to all interested staff.

Implement CBM at all grade levels and use results to target reading instructional support and place students for next year.

Goal assessment:

Spring 2005 WASL:

- Increase by 8% the 4th graders who meet the Reading Standard;
- Increase by 12% the 4th graders who meet the Writing Standard;
- Increase by 10% the 4th graders who meet the Math Standard;
- Increase by 20% those who meet the Science Standard for 5th grade;
- More students will pass all areas of the fourth grade WASL;
- All demographic groups will increase the percent passing the WASL.

Students who participate in additional reading instruction will show more than one year's improvement in reading achievement.

Increase measures of engagement and use of protocols at all grade levels.

Specific School Goal #2: Foster communication and collaboration within and outside the Endeavour community to increase student achievement

Action Plan:

- Using Three-Way Conferences and other ways, increase communication and encourage participation by families in their child's education;
- Using new structure of grade level team leaders, communicate effectively and regularly to and from all teams;
- Through school site council, staff will know of potential and pending decisions and the roles of stakeholders in making decisions;
- Learning Improvement Team will advise on implementation of curriculum, staff development, and assessment of student achievement;
- Continue KidReach mentoring program;
- Develop a cadre of trained volunteer PTA proctors for administration of the WASL in spring, 2005;

- Grade level and other teams will have release time to collaborate to improve the quality of the work provided to students;
- All staff, including classified, will have regular access to email;
- All assessment data will be shared with teaching staff;
- Staff will be surveyed regularly about satisfaction with communication to and from administration, across grade levels, and with parents;
- Grade level meetings will incorporate sharing student work.

Goal assessment:

Survey data will indicate progress in implementation of all elements in action plan, and satisfaction from parents and staff.

Specific School Goal #3: Provide safe and civil climate to improve student achievement

Action plan:

- Responsibility Team will continue participation in Safe and Civil Schools trainings to set positive school-wide expectations and provide staff development;
- Continue to recognize and reward students who meet high expectations for achievement and behavior through Student of the Month assemblies, Stars Students awards, and others;
- Olweus Team will lead Bullying Prevention Program implementation with staff, students and parents at every opportunity;
- Staff will generate suggestions, collect data, and provide feedback to the teams while implementing the processes;
- Staff will review, revise, and practice emergency procedures during drills.

Goal assessment:

- Reports of discipline problems will decline by at least 10%;
- Incidents of bullying behavior will decline by 25% (data which will satisfy state-required reporting will be gathered while participating in the Safe and Civil Schools and Olweus Bullying Prevention Programs;)
- Staff and students will regularly engage in Olweus activities and meetings to implement the school rules against bullying;
- Emergency drills will be reviewed for safety and efficacy.