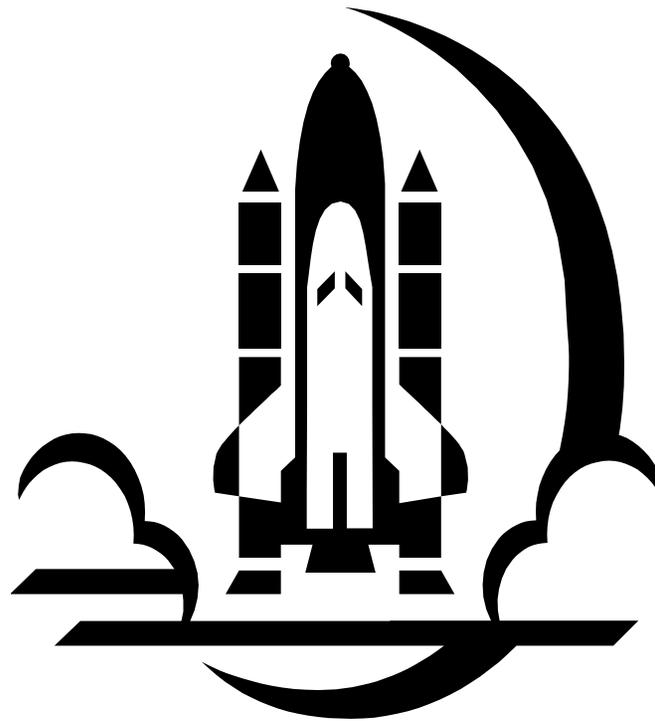


# **Endeavour Intermediate School**

## **School Improvement Plan**

### **2012-2013**



**Kevin Alfano, Principal**  
1304 17<sup>th</sup> Avenue  
Milton, Washington 98354

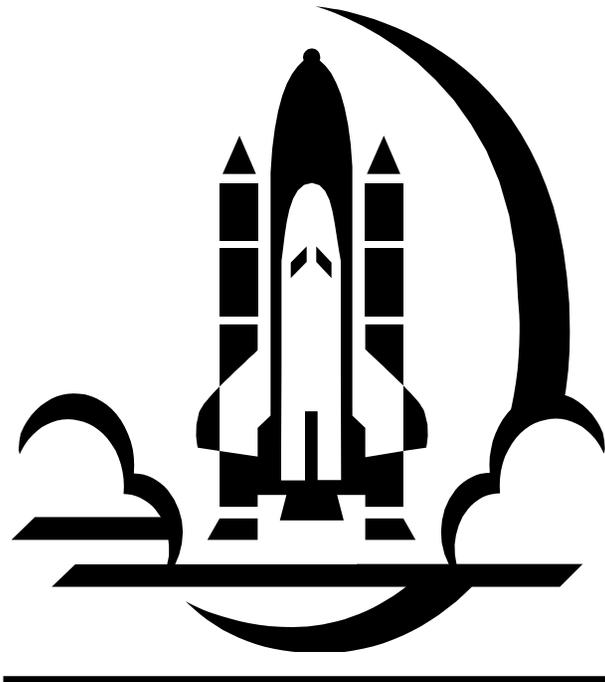
*Fife Public Schools – A National Standard Bearer School District*

**Fife School District  
DISTRICT 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. We believe our goals reflect this focus”*

**Endeavour Intermediate School  
MISSION STATEMENT**

Endeavour’s mission is to become better readers, writers, problem solvers and scientists.



**Endeavour Intermediate School**  
**Results of the 2011-2012 School Improvement Plan**

**Specific School Goal #1: Successful implementation of Bridges in Mathematics curricular materials in grade 2-5.**

Results:

- 2011-2012 Math MSP results –
  - 2011-2012 Goal- A significant increase in overall number of students meeting standard in math.
  - 2011-2012 Result-
    - 3<sup>rd</sup> grade 2010-2011 = 46.4% meeting standard on MSP
    - 3<sup>rd</sup> grade 2011-2012 = 59.3% meeting standard on MSP State Average = 65.3%
    - +12.9% increase
    - 4<sup>th</sup> grade 2010-2011 = 55.6% meeting standard on MSP
    - 4<sup>th</sup> grade 2011-2012 = 52.6% meeting standard on MSP State Average = 59.3%
    - 3.0% decrease
    - 5<sup>th</sup> grade 2010-2011 = 40.4% meeting standard on MSP
    - 5<sup>th</sup> grade 2011-2012 = 50.8% meeting standard on MSP State Average = 63.7%
    - +10.4% increase
- 2011-2012 Math CBM results –
  - 2011-2012 Goal- Continued positive growth for all 3<sup>rd</sup> and 4<sup>th</sup> graders assessed by LAP math specialist Marie Gibson
  - 2012-2013 Results-
    - 27.3% of 3<sup>rd</sup> and 4<sup>th</sup> graders at National Benchmark at the beginning of the 2011-2012 school year
    - 33.7% of 3<sup>rd</sup> and 4<sup>th</sup> graders at National Benchmark at the end of the 2011-2012 school year
    - +6.4% increase
- Continued identification of Hard to Teach/Difficult to Learn (HTT/DTL) math concepts based on Bridges unit post assessments and Ed Performance data (assessed twice per year; fall and spring)
  - Goal- Identify common areas within our math materials that are the most challenging for students at each grade level to be supported with newly designed or redesigned work in a WOW academy this spring or next fall.

***Additional Successes:***

- A further celebration is that 89% of our 3<sup>rd</sup> grade students and 96% of our 4<sup>th</sup> grade students demonstrated significant growth from beginning of the year to the end of the year on the math CBM!

**Specific School Goal #2: (2a)Continue to increase student achievement for our English Language Learners (ELLs), (2b)provide staff development for the Endeavour staff and continue our exploration of Cultural Competency for a 2<sup>nd</sup> year and, (2c) continue to increase the opportunities for our families to be more involved in their children’s education.**

**Results:**

- Annual Measurable Achievement Objectives Summary (AMAO)
  - Endeavour met AMAO 1-Making Progress with ELL students as assessed on the Washington English Language Proficiency Assessment (WELPA)
    - 74.4% of Endeavour students made progress within the ELL program (target=66.7%) – 2010-2011 school year
    - 82.% of Endeavour students made progress within the ELL program (target=67.2%) – 2011-2012 school year
  - Endeavour met AMAO 2-Attainment of English Proficiency as assessed on the Washington English Language Proficiency Assessment (WELPA)
    - 19.3% of students transitioning out of the ELL program (target=13.3%)
    - 14.5% of students transitioning out of the ELL program (target=7.1%)
  - Endeavour did not meet AMAO 3-Adequate Yearly Progress (AYP) as measured by MSP results (number of ELL students meeting standard in reading and math)
  - Endeavour met AMAO 3-Percentage of ELL students participating and meeting proficiency in reading and math as measured on the MSP
    - 2011-2012 school year – NO
    - 2012-2013 school year - YES

***Additional Successes:***

- Endeavour continued year two of the Family Involvement committee which was created in 2010-2011 school year and conducted more opportunities for families to get involved with the Endeavour school community.

- Contracted with Melia LaCour, the Equity in Education Program manager for the PSED to conduct two professional development opportunities with regards to cultural competency.
- Two “pastries with parents” before school breakfasts
- One “Celebrating Culture” night for families with the emphasis on our students and their family heritage
- One “exercise evening”
- One “movie night”
- A team of staff attended the “Got Great Family Partnership?” workshop at the PSED (6hrs)
- Continued year two of “homework helpers” tutoring program for students who live in local apartment complexes. Provided homework help and general study help for our students twice a month.

**Specific School Goal #3: Continue the improvement of the Endeavour Intermediate School climate.**

Results:

- Schoolmaster Guidance data reporting a reduction in overall numbers of office referrals;
  - 649 in 2007-2008, 261 in 2008-2009, in 148 2009-2010, 129 in 2010-2011, **106 in 2011-2012**
- Continue to recognize **ALL** students for academics, good behavior and attitudes at Honoring Kids Assemblies.
  - 100% in 2008-2009, 100% in 2009-2010, 100% in 2010-2011 **and again 100% in 2011-2012**
- Increase Endeavour’s connection and ability to communicate and serve our low income and bilingual families.
  - **Utilized World language services to have interpreters at Open House, Parent Conferences in fall and spring and at IEP and SST meetings when needed. Re-trained staff on use of Language Line phone services. Translated all documents used in ELL into Spanish and increased the use of Transact for some other languages.**

**Endeavour Intermediate School**  
*DATA COLLECTION FOR THE*  
**2012-2013**  
**School Improvement Plan**

**Required components:**

- Considerations included in the development of the 2012-2013 School Improvement Plan are input from staff, parents, students and community members along with data collected through student input.
- Another of the filters for determining improvement is running goals and strategies through the lens of:
  - Nine Characteristics of High Performing Schools
  - Schlechty Center Classroom Standards
  - Schlechty Center Schoolhouse Standards
- Approval of this School Improvement Plan by the Fife School District School Board is planned for October 22, 2012
- All Endeavour staff meet federal requirements of certification

**The following are the components of our comprehensive needs assessment:**

- 2011-2012 assessments: MSP, CBM, DIBELS, (review of disaggregated data and released item analysis from content area assessments and student subgroups)
- Olweus Bullying Prevention surveys/evaluations
- Teacher needs assessments (grade level input)
- Learning Improvement Team input and feedback
- 2011-2012 Annual School Performance Report
- Federal and State Mandates; District goals
- Staff, student, parent and PTA feedback
- Demographic data
- Student Discipline data

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

- Continuous review to improve instruction of Reading, Writing, Math and Science for all students, to engage student interest, foster an increase in student learning, meet MSP performance goals and achieve required Adequate Yearly Progress (AYP)
- Specific focus on Math training for teachers through the *Getting it* math grant and University Place school district
- Develop required Student Learning Plans for underperforming Title I/LAP students and Highly Capable-identified students
- Focus on the needs of ELL students who did not meet standard on state assessment or DIBELS/Math CBA assessments
- Set improvement goals and monitor achievement for individuals and groups of students, using DIBELS and Math CBM

**Needs identified through the Learning Improvement Team and parents:**

- Review and update goals for communicating and collaborating within and across the Endeavour/Fife school communities
- Continued focus on team collaboration time for work on HTT/DTL concepts and designing engaging work to address those concepts

**Needs identified through staff/administration, our building “Design Team” and parents:**

- Address needs of the diverse learner in all subject areas with emphasis on Math
- Continue to focus on “core business” of the district and how the work at Endeavour supports that business
- Continuation of a building “Design Team” to facilitate Working on the Work at Endeavour and in other areas of the Fife School District
- Continue school-wide participation in Olweus Bullying Prevention Program to reinforce high expectations and address Bullying, Harassment and Intimidation

**Needs identified through Measures of Student Progress (MSP):**

- Students analyze their work, assess strengths, and set their own goals through the Three –Way conferencing process
- Use Grade Level Expectations (GLEs) and the Performance Expectations (PEs) to align and refine instruction for math, reading, writing and science
- Use of English Language Development (ELDs) Content Standards for development of lessons to meet the needs of ELL students
- Use WOW Academies to design or redesign work for students that has been identified by staff, using data, as a hard to teach or difficult to learn concept.

**Evaluation of Impact on Student Achievement for the  
2012-2013 School Improvement Plan**

Adequate Progress for the 2012-2013 School Improvement Plan will be achieved when the following stated goals have been met.

**Endeavour Intermediate School  
School Improvement Plan  
2012-2013 GOALS AND ACTION PLAN**

**Specific School Goal #1: Increase and improve leadership opportunities for Endeavour Staff**

**Action Plan:**

<b>Principle #1: Provide strong leadership</b>					
<b>High-leverage action:</b> The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices.					
<b>Resources:</b>					
<ul style="list-style-type: none"> <li>• <a href="#">Center for Innovation and Improvement's Transformation Toolkit</a> – Monitoring and Evaluating Transformations, Aligning Project Plan with Indicators (Center for Innovation and Improvement, 2011): Section K-2.</li> <li>• <a href="#">Nine Characteristics of High Performing Schools</a> (Shannon &amp; Bylsma, 2007): See sections related to <i>Clear and shared vision, Effective school leadership, and High standards and expectations for all students.</i></li> <li>• <a href="#">Turnaround Leadership Facilitator's Guide, Participant's Packet, and PowerPoint presentation</a> (Office of Superintendent of Public Instruction, 2012)</li> </ul>					
<b>Rubric:</b>					
<ul style="list-style-type: none"> <li>• <a href="#">SPR Rubric Internal Review</a>: See sections related to <i>Clear and shared vision, Effective school leadership, and High standards and expectations for all students.</i></li> </ul>					
<i>Brief Description of Each Strategy</i>	<b>August (Include current strategies)</b>	<b>September</b>	<b>October</b>	<b>November or until final plan is approved</b>	<b>Remainder of 2012-13 school year</b>
1. Principal/LIT relationship; LIT/team relationships	LIT retreat 8/27/12; Staff retreat 8/29/12	LIT meeting 9/25/12; Team meetings 9/19/12	LIT meeting 10/9/12; Team meetings 10/17/12	LIT meeting 11/13/12; Team meetings 11/21/12	Scheduled monthly second Tuesday of each month; Scheduled monthly third Wednesday of each month

2. Design Team professional development for Student Voice Portfolios and Classroom Standards	Staff Retreat 8/29/12	9/27/12 Prof. Development day- Into to SV portfolios and Classroom Standard 3	Prep/design of 11/6/12 Prof. Development day- data collection for classroom standard 3	Staff will be included in the data received back from the BERC group Needs Assessment as well and exploration of additional Classroom Standards	All certificated staff will explore and self assess 3 classroom standards of choice beyond #3 content and substance
3. RTI P.D.	N/A	Meeting on 9/27/12	10/2/12 workshop	11/6/12 workshop	See schedule below

**Details:** (Write your details for each strategy. Describe the changes in staff behavior and/or practice that will occur as a result of this strategy, as well as how these changes will be measured. Include persons responsible and funding and other resources essential to support the strategy). Use an asterisk (\*) to denote “Quick Wins” for this high-leverage action.

**Strategy #1: Principal will involve Learning Improvement Team in development of 2012-2013 SIP goals, analysis of data from BERC group Needs Assessment and the development of the Endeavour final Student and School Action Plan at regularly scheduled LIT meetings. Information will be disseminated to teams via regularly scheduled team meetings. (see above for schedules) Meeting minutes will measure the progress of this strategy.**

**\*Detail 1. LIT team leaders will attend monthly pre-scheduled LIT meetings to develop and monitor SIP goals and school success action plans.**

**\*Detail 2. Team Leaders will then report to their teams the progress for goals and school success actions at team meetings.**

**Strategy #1 - Expected Outcome for the first 90 days and through remainder of the school year: Describe the changes in staff behavior and/or practice that will occur as a result of this strategy, as well as how these changes will be measured. Specific staff involved in LIT team will demonstrate leadership in leading their teams as measured by fulfillment of tasks assigned at LIT meetings and disseminated at team meetings.**

**Strategy #2: Principal and building Design Team members will lead the exploration and implementation of Schlechty Center Classroom Standards and the professional development of the Endeavour Student Voice portfolios. Teaching staff will use the data collected in the Student Voice portfolios in the design process of their lessons and classroom learning environment.**

**\*Detail 1. Design Team will meet monthly to design professional development activities around Classroom Standards (starting with #3Content and Substance) and Student Voice portfolios. Early Release dates are: 9/27/12, 11/6/12, 2/7/13, 4/18/13, 5/18/13**

**Strategy #2 - Expected Outcome for the first 90 days and through remainder of the school year: Describe the changes in staff behavior and/or practice that will occur as a result of this strategy, as well as how these changes will be measured. Design team members will lead professional development and design activities for learning. Design Team effectiveness will be assessed via staff feedback at the end of each session.**

**Strategy #3: Continue professional development of RTI and create/implement a model at Endeavour Intermediate school. Team to attend RTI professional development workshop series at PSESD.**

**\*Detail 1. Intervention specialist (Title I, LAP, ELL, SPED, counselor, as well as principal and classroom teachers will attend RTI workshop series on: 10/2/12, 11/6/12, 12/4/12, 2/5/13, 3/5/13**

**Strategy #3 - Expected Outcome for the first 90 days and through remainder of the school year: Describe the changes in staff behavior and/or practice that will occur as a result of this strategy, as well as how these changes will be measured. Staff will have a better understanding of current RTI models as well as Endeavour’s “next steps” for implementation. This strategy will be measured by follow through of team to workshops and relay of information back to whole staff.**

**Specific School Goal #2: Increase use of data to inform instruction in math and reading and for continuous improvement in both content areas**

**Action Plan:**

**Principle #5: Use data to inform instruction and for continuous improvement**

**High-leverage action: State assessment) data are disaggregated and analyzed by subgroups (e.g., English language learners, students with disabilities, gender, race/ethnic groups, and economic level) to identify students with unmet learning needs.**

**Resources:**

- [Center for Innovation and Improvement’s Transformation Toolkit](#) – Monitoring and Evaluating Transformations, Aligning Project Plan with Indicators (Center for Innovation and Improvement, 2011): Section K-5.
- [Nine Characteristics of High Performing Schools](#) (Shannon & Bylsma, 2007): See section related to *Curriculum, instruction, and assessments aligned to state standards.*

**Rubric:**

- [SPR Rubric Internal Review](#): See section related to *Curriculum, instruction, and assessments aligned to state standards.*

<i>Brief Description of Each Strategy</i>	<b>August (Include current strategies)</b>	<b>September</b>	<b>October</b>	<b>November or until final plan is approved</b>	<b>Remainder of 2012-13 school year</b>
1. Math data analyzed	MSP data and pre-assessments previewed	Unit 1 post assessment data analyzed; 3 <sup>rd</sup> and 4 <sup>th</sup> graders assessed DIBELs math easyCMB	3 <sup>rd</sup> and 4 <sup>th</sup> graders placed into program if qualified. Unit 2 post assessment data reviewed	Students served in LAP math will be assessed for progress. Unit 3 post assessment data reviewed. HTT/DTL concepts identified with interventions created	Similar action taken with regards to progress monitoring students in program and classroom teachers analyzing unit assessment data. Teachers will also work with building design coach on unit/lesson redesign

2. Intervention Specialist support classroom teachers	Review of program requirements	Initial assessments for placement into program	1 <sup>st</sup> month of interventions assessed for progress and data shared with classroom teachers	2 <sup>nd</sup> month of interventions assessed for progress and data shared with classroom teachers	Students enter and/or exit programs as needed per individual progress. Collaboration between intervention specialist and teachers increased
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*Details: (Write your details for each strategy. Describe the changes in staff behavior and/or practice that will occur as a result of this strategy, as well as how these changes will be measured. Include persons responsible and funding and other resources essential to support the strategy).*

Use an asterisk (\*) to denote “Quick Wins” for this high-leverage action.

**Strategy #1: Grade level teams will meet after each math unit post assessment is given to analyze the assessments across the grade level with a focus on ELL student progress.**

**\*Detail 1. Interventions will be designed and implemented with support/collaboration of LAP/Title I math intervention specialist to re-teach the needed concept.**

**Detail 2. Identification of Hard To Teach/Difficult To Learn (HTT/DTL) concepts will be analyzed by teachers and building Design Coach for redesign of unit or specific lesson.**

**Strategy #1 - Expected Outcome for the first 90 days and through remainder of the school year: Describe the changes in staff behavior and/or practice that will occur as a result of this strategy, as well as how these changes will be measured. Grade level teachers will be intentional about data collection in math and collaborative in their data analysis. Teachers will meet after each unit to look at their common assessment data. The principal will sit in on these meetings.**

**Strategy #2: Title I, LAP, and ELL staff will meet regularly with grade level teams to update on intervention progress of students being served in their programs in reading, math and ELL.**

**\*Detail 1. Progress monitoring assessment data will be collected and shared monthly by intervention staff at grade level meetings**

**Detail 2. Intervention staff data will be added to classroom assessment data (math, reading and ELL) for overall progress monitoring by classroom teacher.**

**Strategy #2 - Expected Outcome for the first 90 days and through remainder of the school year: Describe the changes in staff behavior and/or practice that will occur as a result of this strategy, as well as how these changes will be measured. Intervention staff will attend grade level meetings and meet with individual teachers as needed to share data of their interventions. Student progress data will provide effectiveness of the interventions and the principal will attend the grade level meetings.**

## Specific School Goal #3: Strengthen Endeavour’s instructional program

### Action Plan:

<b>Principle #4: Strengthen the school’s instructional program</b>					
<b>High-leverage action: Tier I or Core instruction-represents the instruction provided to 100% of students in ALL classrooms.</b>					
<b>Resources:</b>					
<ul style="list-style-type: none"> <li>• <a href="#">Common Core State Standards: Application to Students with Disabilities</a> (Common Core State Standards Initiative)</li> <li>• <a href="#">Common Core State Standards: Application of the Standards for English Language Learners</a> (Common Core State Standards Initiative)</li> <li>• <a href="#">Center for Innovation and Improvement’s Transformation Toolkit – Monitoring and Evaluating Transformations, Aligning Project Plan with Indicators</a> (Center for Innovation and Improvement, 2011): Section K-8.</li> <li>• <a href="#">Nine Characteristics of High Performing Schools</a> (Shannon &amp; Bylsma, 2007): See sections related to <i>Curriculum, instruction, and assessments aligned to state standards and High standards and expectations for all students.</i></li> <li>• <a href="#">Reading Systems Professional Learning Resource Guide</a> (Office of Superintendent of Public Instruction, 2011)</li> <li>• <a href="#">Mathematics Systems Improvement Framework</a> (Office of Superintendent of Public Instruction, 2011)</li> <li>• <a href="#">Language Acquisition Strategies for (Standard/Academic) English Language Learners</a> (Office of Superintendent of Public Instruction)</li> <li>• <a href="#">A Cultural, Linguistic, and Ecological Framework with English Language Learners</a> (Center on Instruction, 2008)</li> </ul>					
<b>Rubrics</b>					
<ul style="list-style-type: none"> <li>• <a href="#">SPR Rubric Internal Review</a>: See sections related to <i>Curriculum, instruction, and assessments aligned to state standards and High standards and expectations for all students.</i></li> <li>• <a href="#">NCRTI Implementation Integrity Rubric</a>; <a href="#">NCRTI Implementation Integrity Self-Assessment</a>, both from the National Center on Response to Intervention (2011).</li> </ul>					
<i>Brief Description of Each Strategy</i>	<b>August (Include current strategies)</b>	<b>September</b>	<b>October</b>	<b>November or until final plan is approved</b>	<b>Remainder of 2012-13 school year</b>
1. Align math materials to CCSS	Review CCSS supplements	Teach unit 1 with CCSS supplements identified	Teach unit 2 with CCSS supplements identified	Teach unit 3 with CCSS supplements identified	Each unit of the Bridges Math curriculum will be supplemented with CCSS appropriate for each grade level
2. Classroom Standard 3 self assessment	Classroom Standard re-introduction at staff retreat 8/29/12	Self assessment of Classroom Standard 3 on 9/27/12	Collection of Data/evidence based on assessment results	Completion of data collection by Nov 6, 2012 and action plan for growth created	Classroom Standard 3 is monitored individually or collaboratively will teammates monthly to assess growth of teacher in this area (see sub-indicators)

*Details: (Write your details for each strategy. Describe the changes in staff behavior and/or practice that will occur as a result of this strategy, as well as how these changes will be measured. Include persons responsible and funding and other resources essential to support the strategy). Use an asterisk (\*) to denote “Quick Wins” for this high-leverage action.*

**Strategy #1: 100% alignment of Bridges math curriculum to the Common Core State Standards (CCSS) by June 2013**

**\*Detail 1. Grade level teachers will use Common Core supplements as provided in current math materials from Bridges for 1<sup>st</sup> three units**

**Detail 2. Grade level teams will “pace” the Bridge’s math curriculum at similar pace in-order to analyze unit assessment data and develop interventions for students not meeting standard.**

**Strategy #1 - Expected Outcome for the first 90 days and through remainder of the school year: Describe the changes in staff behavior and/or practice that will occur as a result of this strategy, as well as how these changes will be measured. Staff will collaborate with team members to implement CCSS supplements. Changes in this area will be measured by completion of the task.**

**Strategy #2: Endeavour certificated staff will self assess their understanding of what students are expected to know and be able to do in reading and math using the Schlechty Center Classroom Standard 3 tool for “Content and Substance” and the accompanying sub-indicators.**

**\*Detail 1. Self assessment of Classroom Standard 3 will occur on September 27, 2012**

**Detail 2. Data collection from Classroom Standard 3 self assessment will be completed by November 6, 2012 for indicators marked as “A” or “E” on marking guide (see classroom standards)**

**Strategy #2 - Expected Outcome for the first 90 days and through remainder of the school year: Describe the changes in staff behavior and/or practice that will occur as a result of this strategy, as well as how these changes will be measured. Staff will be intentional in self assessing their teaching in standard 3 concepts. Each staff will meet with principal to review their assessment and review action plan for growth in areas indicated by the marking guide.**

#### **Specific School Goal #4: Continue the improvement of the Endeavour Intermediate School climate**

**Principle #6: Establish a safe and supportive school environment**

**High-leverage action: School leadership develops and fully implements school-wide classroom management and discipline policies and procedures to provide a safe, orderly and equitable learning environment.**

**Resources:**

- [Center for Innovation and Improvement’s Transformation Toolkit](#) – Monitoring and Evaluating Transformations, Aligning Project Plan with Indicators (Center for Innovation and Improvement, 2011): Section K-11.

- [Nine Characteristics of High Performing Schools](#) (Shannon & Bylsma, 2007): See section related to *Supportive learning environment*.
- Rubric:
- [SPR Rubric Internal Review](#): See section related to *Supportive learning environment*.

Brief Description of Each Strategy	August (Include current strategies)	September	October	November or until final plan is approved	Remainder of 2012-13 school year
1. Olweus Anti-Bullying	Follow up planning meeting for Olweus team 9/27/12; Initial staff training 8/29/12 at staff retreat	Planning meeting for training part II 9/17/12; Kick off assemblies for students 9/27/12; HIB data collection begins for 2012-2013 school year.	Anti-bullying month; weekly class meetings begin; continued HIB data collection	Monthly Olweus team meetings continue	Data on HIB incidents collected and finalized in June 2013, student/parent surveys give in May 2013. Survey Data analyzed and used for planning 2013-2014 school year's school environment goals
2. Family Involvement Committee	Initial budget for activities reviewed	Planning meeting conducted on 9/12/12 for 2012-2013 activities	1 <sup>st</sup> activity conducted-"pastries with parents" September 26, 2012 8:00am	Math and reading activity night conducted Date TBD	Activities planned and offered to Endeavour families and survey conducted to assess effectiveness in May 2013

*Details: (Write your details for each strategy. Describe the changes in staff behavior and/or practice that will occur as a result of this strategy, as well as how these changes will be measured. Include persons responsible and funding and other resources essential to support the strategy).*  
Use an asterisk (\*) to denote "Quick Wins" for this high-leverage action.

**Strategy #1: Full implementation of Olweus anti-bullying program with emphasis on class meetings component for classroom teachers and "on the spot" interventions for Educational Assistants who supervise recess.**

**\*Detail 1. Training for both groups completed on September 27, 2012**

**\*Detail 2. Class meetings in each classroom will occur weekly for the school year. Topics will be designed by Olweus team comprised for a rep from each team.**

**Strategy #1 - Expected Outcome for the first 90 days and through remainder of the school year: Describe the changes in staff behavior and/or practice that will occur as a result of this strategy, as well as how these changes will be measured. Staff will be more engaged in school climate and implementation of Olweus program. HIB incidents will be reduced showing change in staff and student behavior.**

**Strategy #2: Continuation of Family Involvement committee with development of extracurricular and curricular events planned and calendared for the 2012-2013 school year.**

**\*Detail 1. Family Involvement activities planned and scheduled by October 1, 2012 for the 2012-2013 school year.**

**\*Detail 2. Intervention Specialist staff (Title I, LAP, ELL) will plan and schedule two family reading and math activity nights by October 1, 2012**

**Strategy #2 - Expected Outcome for the first 90 days and through remainder of the school year: Describe the changes in staff behavior and/or practice that will occur as a result of this strategy, as well as how these changes will be measured. Staff will be more engaged in the effort to involve families in activities at Endeavour. Increased numbers of families attending activities as well as engaged in their students classroom and learning will help to measure effectiveness of this strategy.**

The following adults of the Endeavour school community have reviewed and/or given input for the development of the 2012-2013 Endeavour Intermediate School School Improvement Plan:

Kevin Alfano, Principal:

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Pam Miller, Learning Improvement Team (LIT) 2<sup>nd</sup> Grade Team Representative

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Shelley Rafter, LIT 3<sup>rd</sup> Grade Team Representative

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Nicole Bayliss, LIT 4<sup>th</sup> Grade Team Representative

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Jackie Nelson, LIT 5<sup>th</sup> Grade team representative

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Kendra Danielson, LIT Specialist Team Representative

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Jennifer Kupka, LIT Parent Representative

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Rachel Teodoro, 2012-2013 PTA President

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