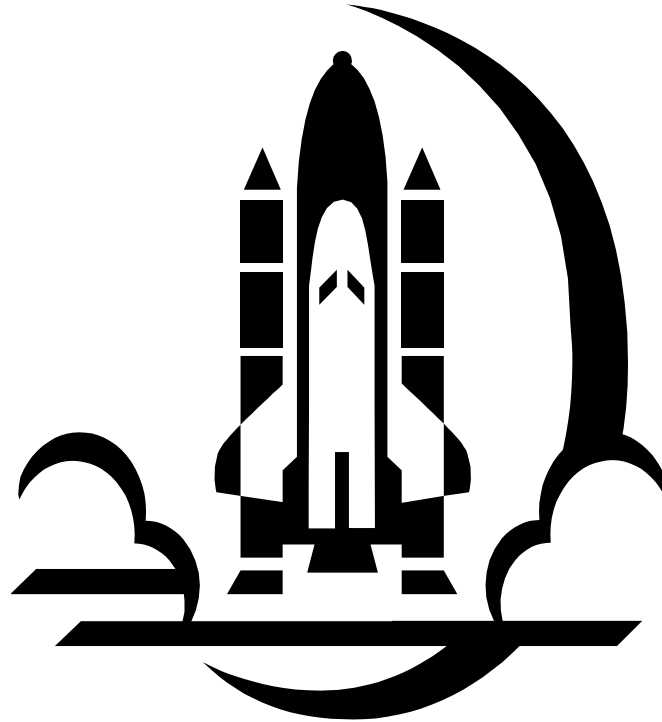


Endeavour Intermediate School

School Improvement Plan

2013-2014



Paula McPhee, Principal

1304 17th Avenue

Milton, Washington 98354

Fife School District

Vision / Mission

Relationships – Relevance – Rigor

Our Vision...

Is to inspire a passion of learning and caring within each student so that they reach their potential and act to inspire others to accomplish the same.

Our Mission...

To prepare each student to meet or exceed the expectations of our district curriculum and state benchmarks ensuring that all students graduate on time being prepared for college or the skilled work force.

The strength of Fife School District is that we care for our students far beyond the school day. We reference that practice as the “Fife Way.” This starts with hiring staff who have a passion to make a difference with our students and their families. Our desire is to:

- create a culture in our schools that inspires the best from our students both academically and socially.
- work collaboratively in designing experiences with which our students engage, provoking thought and growth.
- use classroom based data, derived from formative and summative assessments to drive our instruction and interventions, to ensure all students learn at high levels.

Fife Schools are a place where students are safe and respected. We work closely with parents to encourage that learning continues beyond the school day and that parents view themselves as partners in their child’s education. An education in Fife School District will establish a very strong foundation for a life time of learning.

Endeavour Intermediate School

MISSION STATEMENT

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

Endeavour Intermediate School-Level Expected Indicators-School Improvement Plan

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

November 08, 2013

Endeavour Intermediate---F NCES - 530288000466

Fife SD

Student and School Success Principle Indicators

Key Indicators are shown in **RED**.

Student and School Success Principle 1: Strong leadership			
Principal's role			
Indicator	P1-IE06 - The principal keeps a focus on instructional improvement and student learning outcomes. (57)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/22/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>Endeavour Intermediate has a new principal this year school year who is in her third year as a principal. Prior to coming to Endeavour she was an instructional coach for 11 years and 11 years as an elementary classroom teacher. Previous focus on instruction has been limited at Endeavour during the last ten years. Most of the instructional focus has been on the content and addressing "Hard to Teach Concepts" to students. The district provided professional development and support for this work through the WOW (Working on the Work) academies where teachers follow the Schlechty Framework model in teams of two or more teachers with a WOW coach. Together the teacher teams create units of instruction to address students' challenges. Teachers at Endeavour have not had an intentional focus on their instructional strategies. Teachers have received limited professional development including "Ramp" Math to approximately 10 staff members to support students when they struggle with math concepts. Response to intervention training for approximately eight staff members was completed last year, as well as the CAFE/Daily 5 Reading instructional framework. GLAD ELL professional development has reached 22 of 32 of Endeavour's teachers.</p> <p>At Endeavour the certificated teachers have a basic understanding of the CEL 5D Instructional Framework. They have received some information including the Framework, rubrics with examples, and have had three staff 35 minute</p>	

		staff meetings so far in 2013-14 school focused on the Framework. There has been limited professional development. Teachers need examples of what the sub-criterion looks like in a classroom and the time to find evidence of this.
Plan	Assigned to:	Paula McPhee
	How it will look when fully met:	The Endeavour Intermediate LIT team analyses student achievement data, determines problems of practice from the data, researches best instructional practices to address the problem of practice. The information is shared by the LIT team with the whole staff, plans and presents professional development based on the instructional practices recommended, monitors implementation of those practices on learning walks by LIT and all teachers, analyzes implementation data to determine next steps in the professional development cycle.
	Target Date:	06/10/2014
	Tasks:	
	1. LIT team will analyze Endeavour student MSP data in math and reading for the 2012-2013 school year and determine problems of practice in reading and math.	
	Assigned to:	Paula McPhee
	Added date:	10/22/2013
	Target Completion Date:	10/07/2013
	Comments:	
	2. LIT team will determine instructional strategies including specific GLAD instructional strategies that will address the identified problems of practice.	
	Assigned to:	Paula McPhee
	Added date:	10/22/2013
	Target Completion Date:	11/30/2013
	Comments:	
	3. LIT Team will gather data on implementation of the instructional strategies on learning walks three times during the school year and will report data results to staff.	
	Assigned to:	Paula McPhee
	Added date:	10/22/2013
	Target Completion Date:	06/10/2014
	Comments:	
	4. LIT team will plan Endeavour certificated staff meeting professional development for CEL 5D+ teaching framework each month from December thru June.	
	Assigned to:	Paula McPhee
	Added date:	10/22/2013
	Target Completion Date:	06/10/2014
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)

Student and School Success Principle 2: Staff evaluation and professional development

Professional development

Indicator	P2-IF11 - Professional development is aligned with identified needs based on staff evaluation and student performance. (2879)		
Status	Not a priority or interest		
Assessment	Level of Development:	Initial: No development or Implementation 10/14/2013	
	Explain why not a Priority or Interest:	Currently, as the new principal to Endeavour, I have limited information on staff needs based on a brand new evaluation system that teachers also have not received prior training until this school year. It will take the entire school year to know each staff member's strengths and challenges in their instruction. We are addressing student performance with the RBA and MBA administering at our school and some professional development has been planned to support this. We will be focusing our efforts on P2-IF14 and moving that towards full implementation this school year.	

Indicator	P2-IF12 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (2880)		
Status	Not a priority or interest		
Assessment	Level of Development:	Initial: No development or Implementation 10/14/2013	
	Explain why not a Priority or Interest:	In this point in time, our LIT and school efforts will be toward P2-IF14 full implementation.	

Indicator	P2-IF14 - The school sets goals for professional development and monitors the extent to which it has changed practice. (3378)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/22/2013	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Endeavour Intermediate completed Response to Intervention professional Development for 10 staff members, received limited Common Core Math and Reading training (PSED training for a total of 2 hours in September 2013), 22 teachers are trained on GLAD strategies, they have limited experience in curriculum mapping, and they will begin using Math and Reading Benchmark Assessments with instruction in the 13-14 school year. Late start Mondays (one additional hour each Monday - for a total of 28 collaboration hours this school year) are being utilized for teachers aligning the Common Core Literacy and Math standards to current materials.	
Plan	Assigned to:	Paula McPhee	
	How it will look when fully met:	he LIT team analyzes student achievement data, determines problem of practice from the data, researches best instructional practices to address the problem of practice, shares the information with whole staff, plans and presents professional development based on the instructional practices recommended, monitors implementation of those practices on	

		learning walks by LIT and all Endeavour teachers, analyzes implementation data to determine next steps in professional development. The LIT team will plan and present CEL 5D+ professional development that is focused on examples within the Endeavour currently identified problems of practice by the LIT: – reading comprehension of informational text and math problem solving and will collect teacher implementation data on instructional strategies each trimester.
	Target Date:	06/10/2014
	Tasks:	
	1. LIT Team will analyze Endeavour student MSP data in math and reading for 12-13 school year and determine problems of practice in reading and math.	
	Assigned to:	Paula McPhee
	Added date:	10/22/2013
	Target Completion Date:	10/07/2013
	Comments:	
	2. LIT Team will determine instructional strategies including specific GLAD instructional strategies that will address problems of practice.	
	Assigned to:	Paula McPhee
	Added date:	10/22/2013
	Target Completion Date:	11/30/2013
	Comments:	
	3. LIT Team will plan staff meeting professional development for CEL 5D+ teaching framework each month December thru June.	
	Assigned to:	Paula McPhee
	Added date:	10/22/2013
	Target Completion Date:	06/10/2014
	Comments:	
	4. LIT Team will gather data on implantation of instructional strategies on learning walks three times during the school year and will report data results to Endeavour staff.	
	Assigned to:	Paula McPhee
	Added date:	10/22/2013
	Target Completion Date:	06/10/2014
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)

Student and School Success Principle 3: Expanded time for student learning and teacher collaboration

Expanded time for student learning and teacher collaboration

Indicator **P3-IVD05 - The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. (3058)**

Status **Not a priority or interest**

Assessment	Level of Development:	Initial: No development or Implementation 10/22/2013
	Explain why not a Priority or Interest:	Currently there are no extended learning programs at Endeavour Intermediate because of budget constraints. Resources will be allocated to the school's response to intervention programs this year.

Indicator	P3-IVD06 - The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning. (2635)	
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Status	Tasks completed: 0 of 6 (0%)	
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Assessment	Level of Development:	Initial: Limited Development 10/22/2013
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	Index:	6	(Priority Score x Opportunity Score)
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	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
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	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
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	Describe current level of development:	Twenty-eight (28) late start Mondays this school year of one-hour each have been set aside for grade level content curriculum mapping for Common Core standards in literacy and math. Response to Intervention groups with a block schedule that includes intervention time for student learning and for grade level planning for the Rti groups. Release time has been set aside for grade levels to collaboratively plan around ELA Common Core Standards. WOW (Working on the Work) Academies are an established practice for some teacher collaboration on the Hard to Teach concepts.	
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Plan	Assigned to:	Paula McPhee	
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	How it will look when fully met:	Endeavour Intermediate teachers will meet in grade level teams during 28 late start Mondays for one hour during the 2013-2014 school year to align Common Core ELA and Math standards with the Treasures and Bridges reading and math materials to create year long curriculum guides. Teacher collaboration shall also include additional planning time in the Fall, Winter and Spring to analyze the RBA and MBA interim assessment data, form Response to Intervention groups based on this data and plan instructional interventions for students. As a result Endeavour's students including the ELL sub-group achievement with the winter and spring Reading Benchmark Assessments (RBA) and Math Benchmark Assessments (MBA) will have continuous increases of at least 10% in the median scores fro Fall to Winter and 20% Fall to Spring.	
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	Target Date:	06/10/2014	
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	Tasks:		
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	1. Provide professional development overview on Common Core ELA and Math standards.		
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	Assigned to:	Paula McPhee	
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	Added date:	10/22/2013	
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	Target Completion Date:	09/16/2013	
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	Comments:		
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	2. Complete ELA and Math curriculum maps and grade level collaboration staff training.		
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	Assigned to:	Paula McPhee
	Added date:	10/22/2013
	Target Completion Date:	10/02/2013
	Comments:	
3. Complete grade level ELA and Math year long curriculum maps aligned with CCSS standards.		
	Assigned to:	Paula McPhee
	Added date:	10/22/2013
	Target Completion Date:	06/10/2014
	Comments:	
4. Analyze RBA and MBA student data, form Rti groups and plan instruction.		
	Assigned to:	Paula McPhee
	Added date:	10/22/2013
	Target Completion Date:	11/30/2013
	Comments:	
5. Analyze RBA and MBA student data, form Rti groups and plan instruction.		
	Assigned to:	Paula McPhee
	Added date:	10/22/2013
	Target Completion Date:	02/28/2014
	Comments:	
6. Analyze RBA and MBA student data, form Rti groups and plan instruction.		
	Assigned to:	Paula McPhee
	Added date:	10/22/2013
	Target Completion Date:	05/30/2014
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 6 (0%)

Student and School Success Principle 4: Rigorous, aligned instruction

Engaging teachers in aligning instruction with standards and benchmarks

Indicator	P4-IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (88)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/22/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers use late start Mondays (28 total days) to align materials to ELA and Math CCSS standards. By October 25, 2013 twenty-two staff members will be trained in GLAD and	

		the two GLAD coaches will be certified and ready to coach teachers. The third grade team has already begun to align their Treasures reading materials with the ELA Common Core Standards.
Plan	Assigned to:	Paula McPhee
	How it will look when fully met:	Each classroom teacher will teach a CCSS ELA and Math lesson each day of school by June 10, 2014. All Endeavour Intermediate classroom and support teachers will post and share daily Common Core ELR and Math learning targets with students by June 10, 2014. As a result, Endeavour Intermediate students' achievement with the winter and spring Reading Benchmark Assessment (RBA) and Math Benchmark Assessment (MBA) will have continuous increases of at least 10% in the median scores from Fall to Winter and 20% Fall to Spring.
	Target Date:	06/10/2014
	Tasks:	
	1. Teachers in grade levels will align the reading core materials (Treasures) and the Math core materials (Bridges) with the CCSS standards.	
	Assigned to:	Paula McPhee
	Added date:	10/22/2013
	Target Completion Date:	06/10/2014
	Comments:	
	2. Grade level teams will identify gaps in their curriculum materials with the Common Core and then form WOW Academies to write units to fill the gaps.	
	Assigned to:	Paula McPhee
	Added date:	10/22/2013
	Target Completion Date:	06/10/2014
	Comments:	
	3. Grade level teams will identify GLAD strategies for curriculum maps that will support ELL students in the Common Core ELA and Math standards and then receive GLAD coaching in those strategies.	
	Assigned to:	Paula McPhee
	Added date:	10/22/2013
	Target Completion Date:	06/10/2014
	Comments:	
	4. Grade levels will develop detailed units of ELA and Math instruction (fine grain size from the curriculum maps) aligned with the CCSS standards.	
	Assigned to:	Paula McPhee
	Added date:	10/22/2013
	Target Completion Date:	06/10/2014
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)

Indicator	P4-IIA03 - The school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on identified student needs. (2637)
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Status	Not a priority or interest		
Assessment	Level of Development:	Initial: No development or Implementation 10/14/2013	
	Explain why not a Priority or Interest:	The Leadership Instruction Team has limited experience with using data to inform instruction in the core, which includes using formative assessment. The LIT also has limited experience with a focus on instructional strategies eg. GLAD that reach most students during the core instruction. Our school priority and focus will be on P4-IIA01.	

Student and School Success Principle 4: Rigorous, aligned instruction

Expecting and monitoring sound instruction in a variety of modes

Indicator	P4-IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (116)		
Status	Not a priority or interest		
Assessment	Level of Development:	Initial: No development or Implementation 10/14/2013	
	Explain why not a Priority or Interest:	Current teacher professional development is limited, as well as resources, for individualizing instruction for students. Right now as the new principal, as I analyze the teaching and resources at Endeavour, we are not ready to move ahead into a deeper implementation of differentiation.	

Student and School Success Principle 5: Use of data for school improvement and instruction

Assessing student learning frequently with standards-based assessments

Indicator	P5-IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (106)		
Status	Tasks completed: 0 of 9 (0%)		
Assessment	Level of Development:	Initial: No development or Implementation 10/22/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	This will be the first year that Endeavour will implement the interim RBA and MBA reading and math assessments at each grade level. The new teacher evaluation process (TPEP) uses data for the teachers' goal setting conferences. Other data the teachers have access to are DIBELS, Easy CBM (math), and Bridges Math unit assessments. In the past, DIBELS and Easy CBM were screeners that were used for several years to qualify students for Title services in targeted assistance. Teachers use of the other assessments has been limited. Other outside staff and current Title staff administer the screening tests and have determined from the data which students qualify for services.	
Plan	Assigned to:	Paula McPhee	
	How it will look when fully met:	Goal #1: All classroom teachers will analyze MBA math and	

		<p>RBA reading data, form response to intervention groups based on the results of this data, group students based on this data, plan and provide instruction to address student needs, and analyze the results of this instruction by June 10, 2014. As a result, Endeavour students' achievement, including ELL sub-group with the winter and spring Reading Benchmark Assessments (RBA) and Math Benchmark Assessment (MBA) have continuous increases of at least 10% in the median scores from Fall to Winter and 20% Fall to Spring.</p> <p>Goal#2: All Endeavour teachers will be proficient as measured in Washington State Criterion 6 of CEL5D+ Framework by June 10, 2014. Endeavour and the ELL sub-group students will show clear evidence of growth for students (Student Growth Criterion 6) by June 10, 2014 as measured on RBA and MBA assessments.</p>
	Target Date:	06/10/2014
	Tasks:	
	1. All grade level teams will meet after all MBA and RBA administrations (three times) for a half-day to analyze the student data and form reading and math intervention groups.	
	Assigned to:	Paula McPhee
	Added date:	10/22/2013
	Target Completion Date:	06/10/2014
	Comments:	
	2. All grade level teachers will teach reading and math intervention groups during the 30 intervention block daily	
	Assigned to:	Paula McPhee
	Added date:	10/22/2013
	Target Completion Date:	06/10/2014
	Comments:	
	3. All grade level teachers will administer RBAs and MBAs three times during the 2013-14 school year (Fall, Winter, Spring)	
	Assigned to:	Paula McPhee
	Added date:	10/23/2013
	Target Completion Date:	06/10/2014
	Comments:	
	4. All staff will receive training in the overview and administering of the RBA and MBA assessments.	
	Assigned to:	Paula McPhee
	Added date:	10/23/2013
	Target Completion Date:	06/10/2014
	Comments:	
	5. All staff will receive two days of team planning to align the CCSS in math and reading with their Bridges and Treasures math and reading materials.	
	Assigned to:	Paula McPhee
	Added date:	10/23/2013
	Target Completion Date:	06/10/2014

		Comments:	
		6. Goal #2: Establish a year-long CEL 5D+ cycle of professional development for Endeavour Teachers beginning with Criterion 6 of the WA state criteria.	
		Assigned to:	Paula McPhee
		Added date:	10/23/2013
		Target Completion Date:	11/01/2013
		Comments:	
		7. Goal #2: Teacher leader will be trained with the principal administrator in CEL 5D+ Instructional Framework and work with LIT on professional development plan for staff.	
		Assigned to:	Paula McPhee
		Added date:	10/23/2013
		Target Completion Date:	03/31/2014
		Comments:	
		8. Goal #2: Teacher observations & pre-conferences and observational feedback will be focused on Criterion 6 each observation.	
		Assigned to:	Paula McPhee
		Added date:	10/23/2013
		Target Completion Date:	05/01/2014
		Comments:	
		9. Goal #2: Plan two staff meetings a month on professional development for the CEL 5D+ Framework.	
		Assigned to:	Paula McPhee
		Added date:	10/23/2013
		Target Completion Date:	06/10/2014
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 9 (0%)	

Indicator	P5-IID12 - All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments. (1715)		
Status	Not a priority or interest		
Assessment	Level of Development:	Initial: No development or Implementation 10/14/2013	
	Explain why not a Priority or Interest:	Right now our Endeavour teachers are still gaining understanding of the Common Core Standards and therefore universal screenings, assessments, and data are not robust enough to make data-based decisions and interpret/evaluate student performance.	

Student and School Success Principle 6: Safety, discipline, and social, emotional, and physical health			
School and classroom culture			
Indicator	P6-IIIC16 - The school leadership team ensures that the school environment is safe and supportive (i.e., it addresses non-academic factors, such as social and emotional well-being). (2639)		
Status	Tasks completed: 0 of 5 (0%)		

Assessment	Level of Development:	Initial: Limited Development 10/14/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Based on spring 2013 student Olweus bullying survey data, students at Endeavour Intermediate have not seen an increase or decrease in student bullying reports from previous school year.	
Plan	Assigned to:	Paula McPhee	
	How it will look when fully met:	All students at Endeavour, including ELL subgroup, will decrease by 25% the number of student reported bullying incidences by June 2014. This year, through assemblies, classroom lessons, and using other tools, all students and staff, including bus drivers, will be trained on indentifying bullying behaviors and reporting these incidences.	
	Target Date:	06/10/2014	
	Tasks:		
	1. Endeavour bus drivers will be trained by November 30, 2013.		
	Assigned to:	Paula McPhee	
	Added date:	10/14/2013	
	Target Completion Date:	11/30/2013	
	Frequency:	twice a year	
	Comments:	At each monthly Olweaus/Safe & Civil Team meeting, we will update our progress on this goal.	
	2. The students will receive Olweus anti-bullying training at the whole school level and at the classroom level by October 31, 2013.		
	Assigned to:	Paula McPhee	
	Added date:	10/14/2013	
	Target Completion Date:	10/31/2013	
	Frequency:	weekly	
	Comments:	Dean of students will be visiting classroom meetings.	
	3. All staff and students will be trained in CHAMPS guidelines for success in common areas of the school by September 30, 2013.		
	Assigned to:	Paula McPhee	
	Added date:	10/14/2013	
	Target Completion Date:	09/30/2013	
	Frequency:	three times a year	
	Comments:	Meetings and notes on implementation of CHAMPS and how it is being taught ongoing as a new initiative this school year by all Endeavour staff.	
	4. The Endeavour staff will understand the need for teaching a Social Emotional Curriculum (Second Steps) to their students by June 10, 2014.		

		Assigned to:	Paula McPhee
		Added date:	10/14/2013
		Target Completion Date:	06/10/2014
		Frequency:	weekly
		Comments:	We are recording the lessons that are being taught by the teachers and the counselor in classrooms.
	5. Olweus/Safe&Civil Schools Team(Committee), which meets 1-2 times monthly, will progress monitor data each trimester of plan.		
		Assigned to:	Paula McPhee
		Added date:	10/14/2013
		Target Completion Date:	06/10/2014
		Frequency:	three times a year
		Comments:	Safe & Civil Team notes on data of implementation.
Implement	Percent Task Complete:	Tasks completed: 0 of 5 (0%)	

Student and School Success Principle 7: Family and community engagement

Defining the purpose, policies, and practices of a school community

Indicator	P7-IVA02 - The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families), and students. (3077)		
Status	Not a priority or interest		
Assessment	Level of Development:	Initial: No development or Implementation 10/22/2013	
	Explain why not a Priority or Interest:	As a Focus School, at this time, we are going to allocate our other resources towards principles one through six. We will be increasing parent participation on our LIT and newly formed PTA, especially with our sub-group ELL.	

Indicator	P7-IVA04 - The school's Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3071)		
Status	Not a priority or interest		
Assessment	Level of Development:	Initial: No development or Implementation 10/22/2013	
	Explain why not a Priority or Interest:	The Focus school work we will allocate our resources towards principles 7IV01 by strengthening family representation on school leadership team and other teams especially among sub-group families.	

Student and School Success Principle 7: Family and community engagement

Educating parents to support their children's learning and teachers to work with parents

Indicator	P7-IVA13 - The LEA/School has engaged parents and community in the transformation process. (1649)		
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Status	Not a priority or interest	
Assessment	Level of Development:	Initial: No development or Implementation 10/22/2013
	Explain why not a Priority or Interest:	The Focus school work for Endeavour will allocate resources towards Principle 7-IV01 by strengthening family representation on school leadership team and other teams especially among sub-group families.