

"Home of the Jaguars"

26205 SE Issaquah Fall City Road

Issaquah, WA 98029

425-837-7350

School Improvement Plan Year Span: 2018-21

A School's Learning Improvement Plan

- Is developed according to the Washington Administrative Code 180-16-220
- Shows evidence of annual school board approval
- Includes information that staff certification requirements were met
- Evidence the plan is based on self-review and participation of required participants.
- Considers a collection of data over time that is analyzed to determine the focus of the plan
- Promotes continuous improvement in student achievement in state learning standards
- Recognition of non-academic student learning, what, and how.
- Addresses the characteristics of highly successful schools
- Is led by the principal and the building's Leadership Team
- Requires collaboration with the school staff and district administration
- Addresses equity (e.g. gender, race, ethnicity, culture, language and physical/mental ability)
- Action plans are based on best practice as identified by quality research
- Is a continuous process that requires ongoing monitoring and adjustment
- Addresses the use of technology to facilitate instruction
- Addresses parent, family and community involvement

Characteristics of Successful Schools

The Office of the Superintendent of Public Instruction identifies the following nine characteristics of successful schools:

clear and shared focus ♦ high standards and expectations for all students ♦ effective school leadership ♦ high levels of collaboration and communication ♦ curriculum, instruction and assessments aligned with state standards ♦ frequent monitoring of learning and teaching ♦ focused professional development ♦ supportive learning environment ♦ high levels of family and community involvement.

Data Dashboard

Achievement & Demographic Overview

ELA SBA			
	3 rd	4 th	5 th
2015-16	82.0	84.5	77.6
2016-17	78.5	83.4	84.8
2017-18	77.8	80.5	91.6
Math SBA			
	3 rd	4 th	5 th
2015-16	83.0	79.1	65.5
2016-17	83.5	81.8	81.3
2017-18	81.8	81.4	83.0

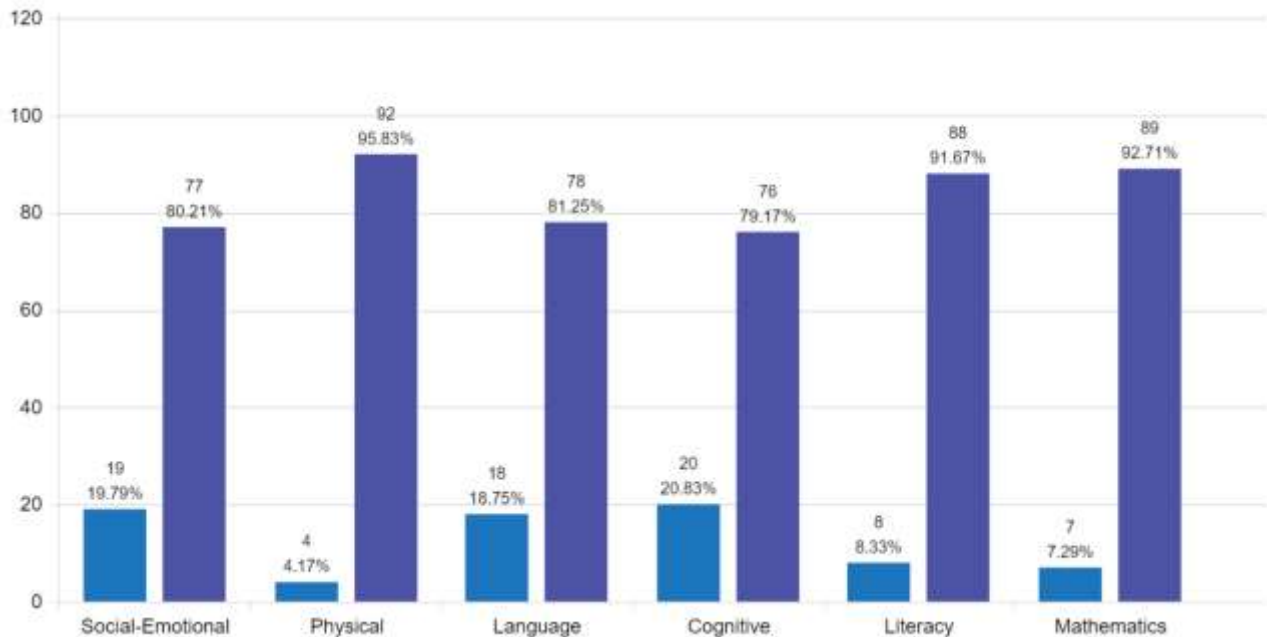
Source: Homeroom

Endeavour Elementary School		
	#	%
17-18 Enrollment	664	
Males	338	50.9
Females	326	49.1
American Indian / Alaskan Native	1	0.2
Asian	242	36.5
Pacific Islander	2	0.3
Black/African American	4	0.6
Hispanic / Latinx	37	5.6
White	327	49.3
Two or More Races	51	7.7
Transitional Bilingual	64	9.6
Special Education	42	6.3
Free/Reduced Lunch	35	5.2
504	27	4.0

Source: OSPI Report Card

WA-Kids

Fall 2018/2019 - Kindergarten Entry (For Pre-K Children)

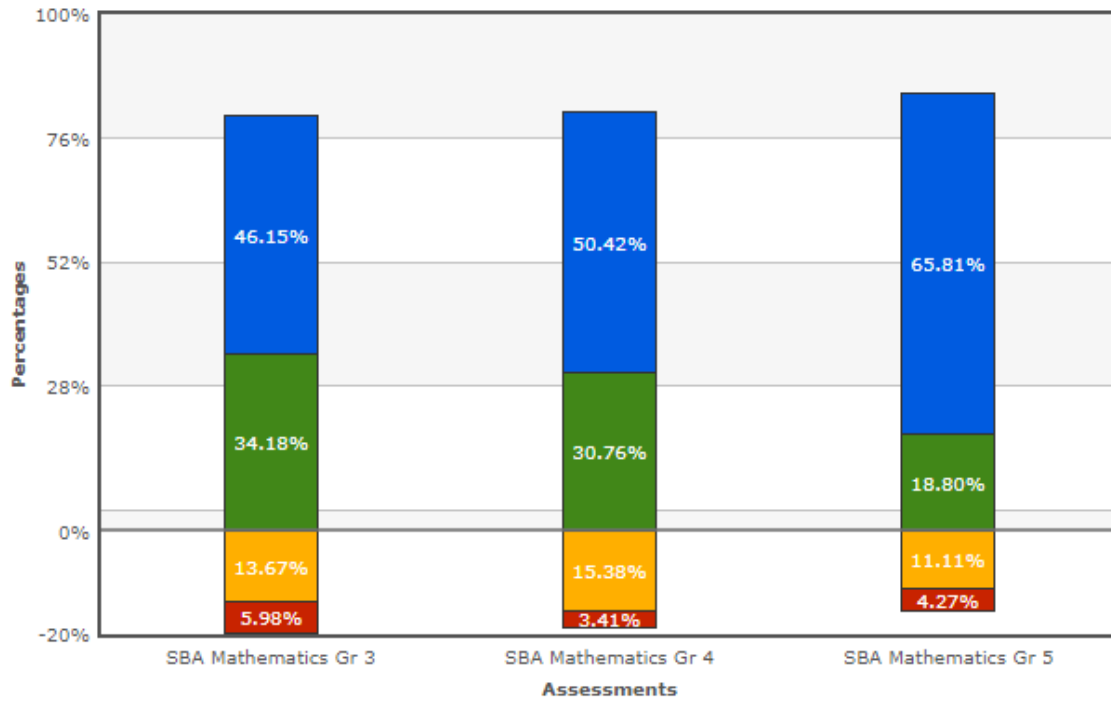


■ Did not meet benchmark for kindergarten entry ■ Met benchmark for kindergarten entry

5th Grade Cohort Math



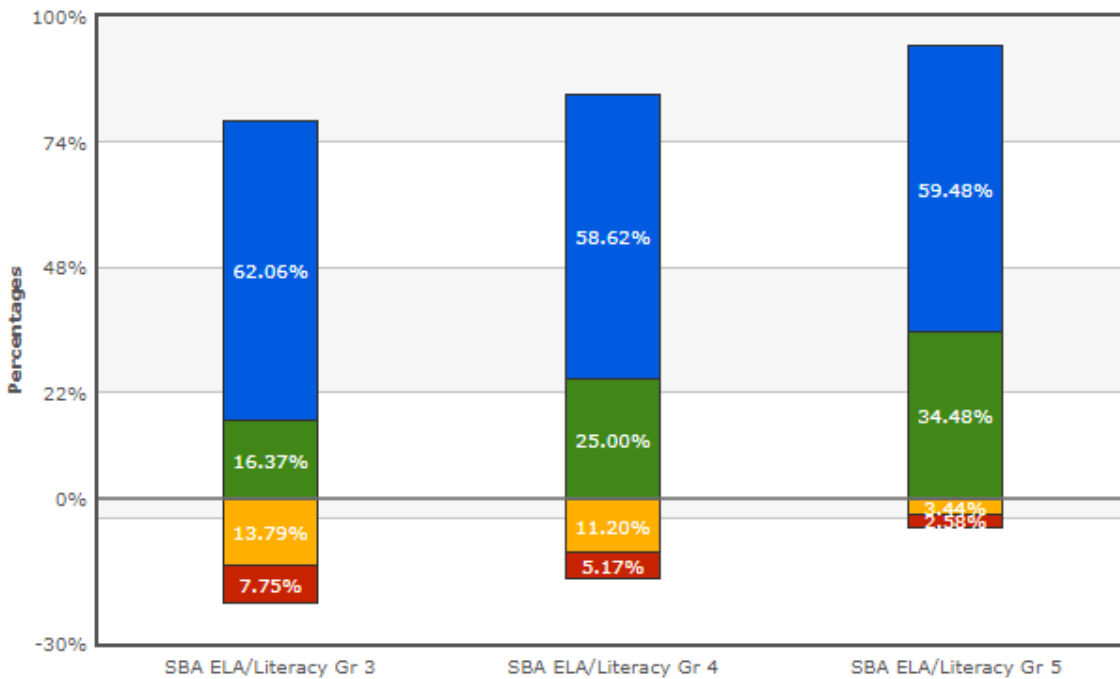
Longitudinal Cohort: 117 Students
All 5th Grade students attending Endeavour



5th Grade Cohort ELA



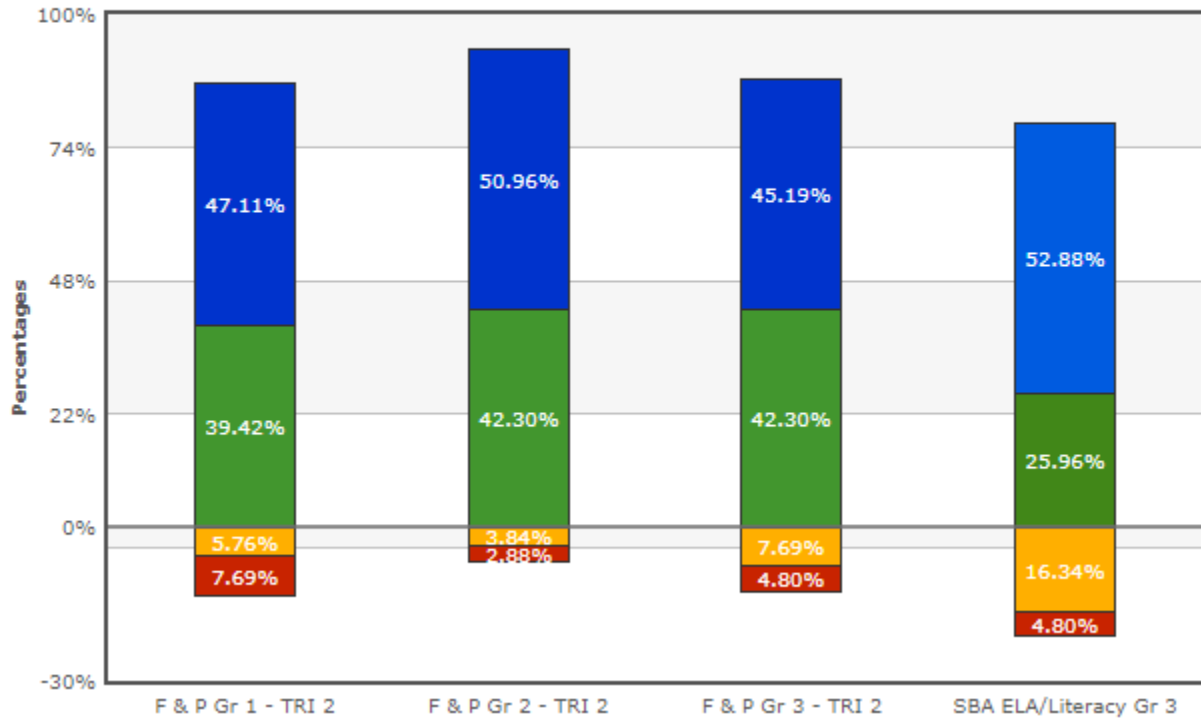
Longitudinal Cohort: 116 Students
All 5th Grade students attending Endeavour





Longitudinal Cohort: 104 Students

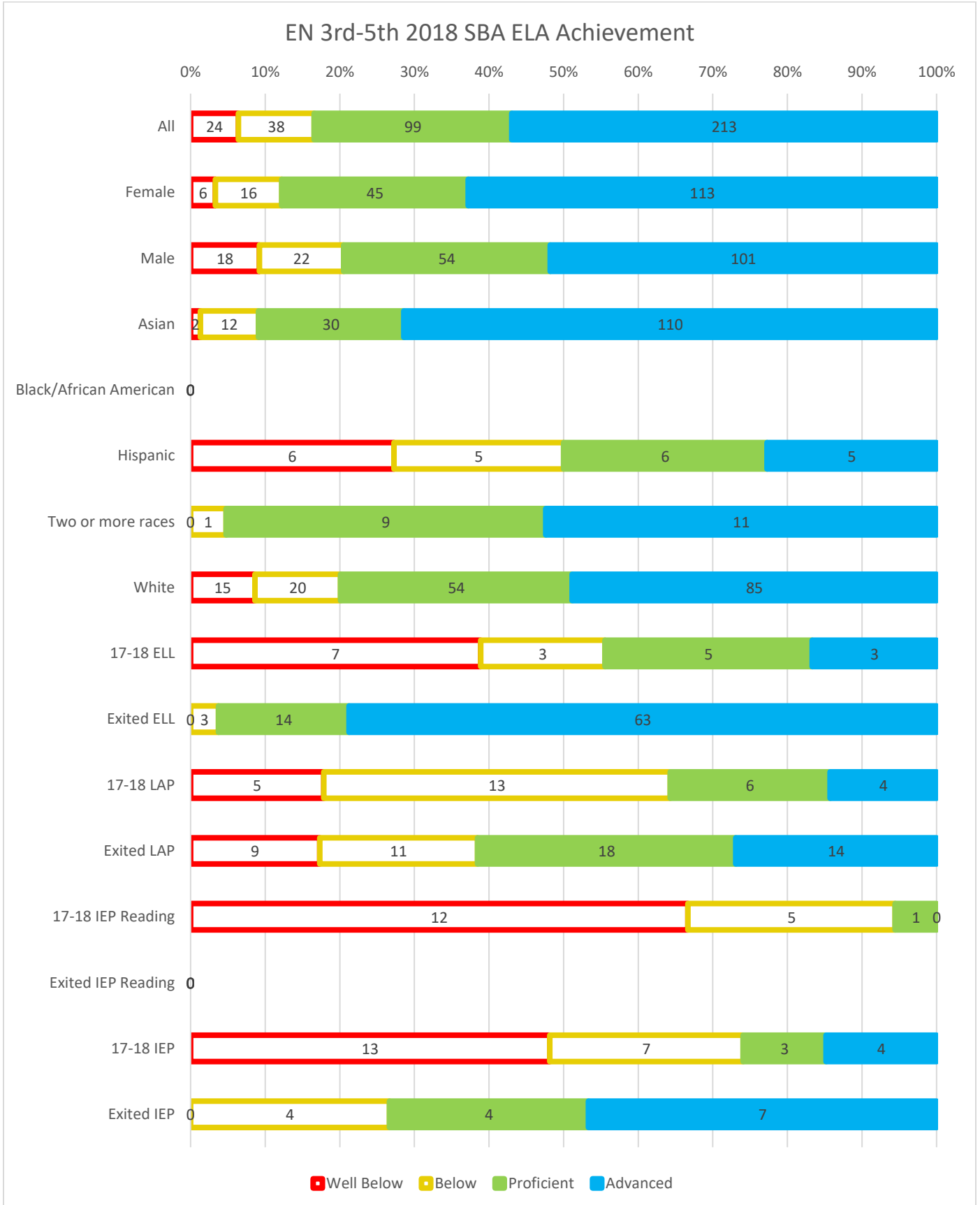
All 3rd Grade students attending Endeavour



Source: Homeroom

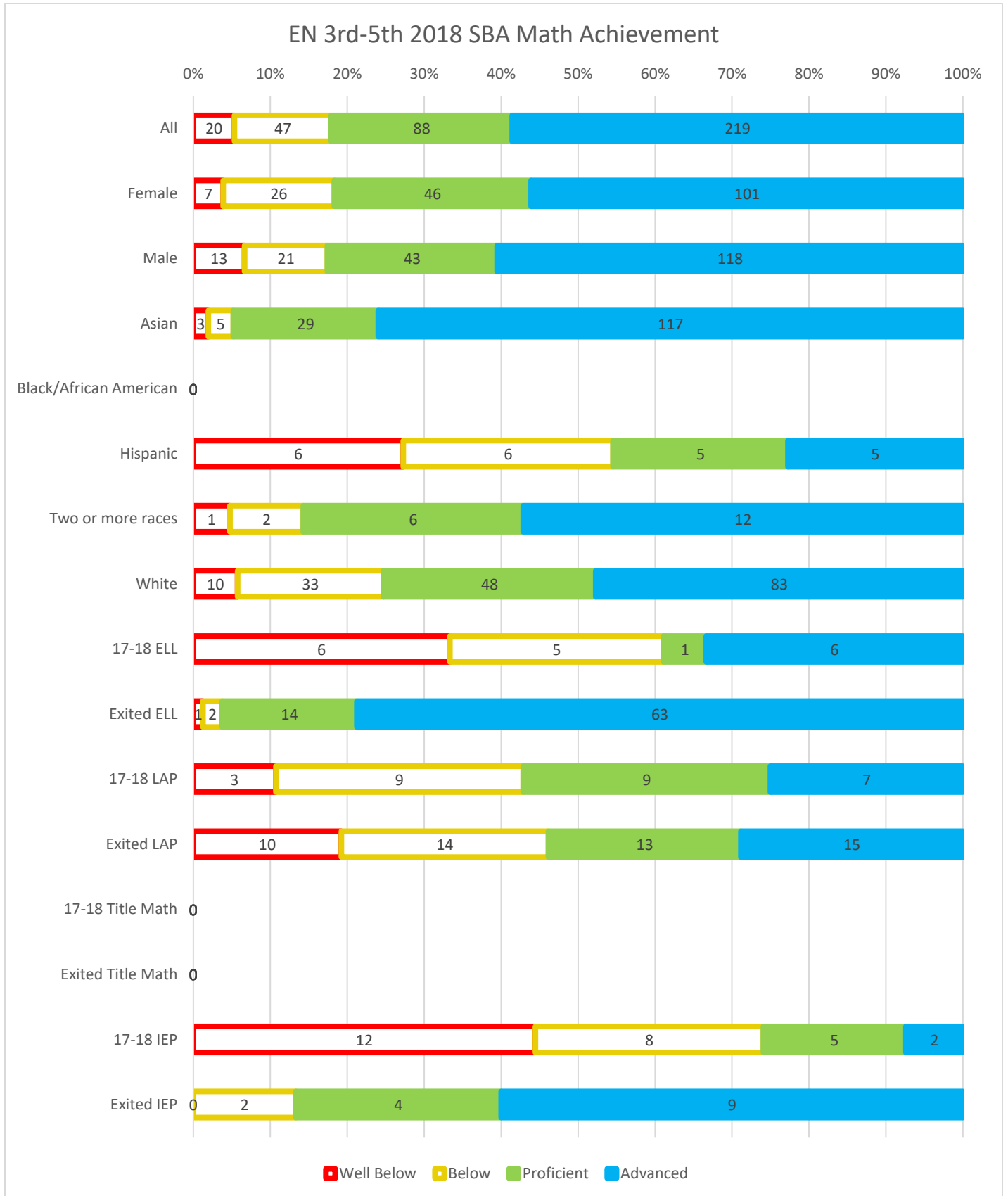
Achievement on SBA by Subgroup across all grades in school.

Source: Homeroom *Exited indicated students who received services any time prior to the 2017-18 school year.



Achievement on SBA by Subgroup across all grades in school.

Source: *Homeroom* *Exited indicated students who received services any time prior to the 2017-18 school year.



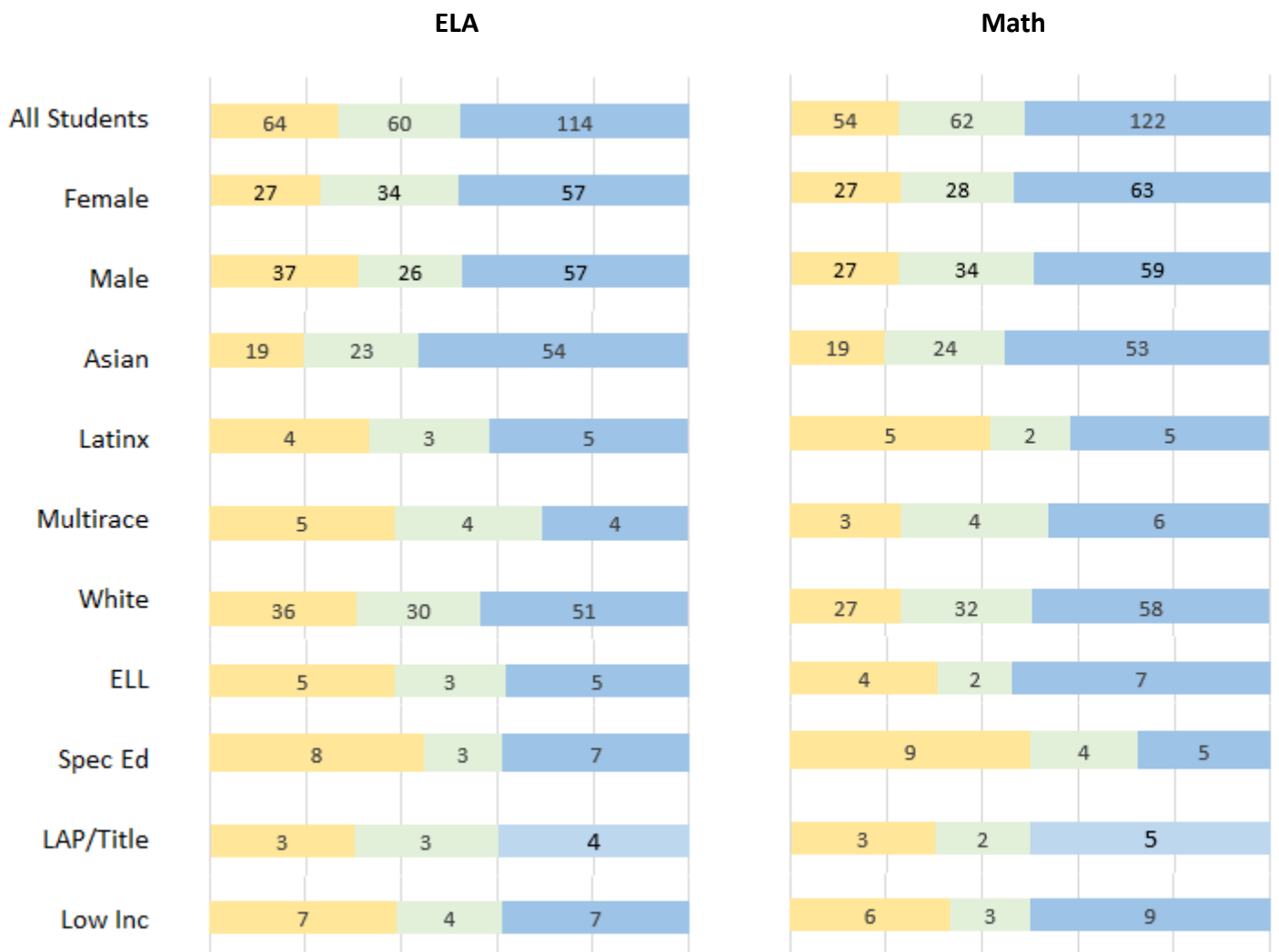
Student Growth Median Percentile

ELA	4th Gr	5th Gr	All
All	56.5	69	64.5
Female	62	66	65
Male	49	73	64.5
Asian	68	71	70.5
Black	-	-	-
Hispanic or Latino	-	-	60.5
Two or More Races	-	-	44
White	47	67	60
Bilingual	-	-	55
SpecEd	-	-	49.5
504	53.5	62	60
Low Income	-	-	48

Math	4th Gr	5th Gr	All
All	56.5	72	68.5
Female	50	76	69.5
Male	61	69	65.5
Asian	68	74	70
Black	-	-	-
Hispanic or Latino	-	-	60.5
Two or More Races	-	-	63
White	49	73.5	66
Bilingual	-	-	71
SpecEd	-	-	34.5
504	62.5	80	77
Low Income	-	-	66.5

ESSA report: Middle 40% of schools have median SGP's of 46-54.5 in ELA and 45-55.5 in Math.

Student Growth Percentiles 4th-5th Grades: Low Growth – Typical Growth – High Growth



SIP Start Date: September 2018

SIP Building Review/Edit Dates: 2/27/19, 8/19, 9/19, 2/20, 8/20, 9/20, 2/21

Review Dates: This is the first year of our new SIP. We will review 8/19

Staff Information

Principal

Alaina Sivadasan

Leadership Team

Erin Pasley, Erin Marsh, Katlyn Wilson, Leslee Frankland, Lisa Wells, Diana Brown, Lauren Picardo, Mindy Mohney, Carrie Granados, and Karen Harmon.

Teacher Information

Teacher Information		
Certificate Type		
Full Certificate	38	95.0%
Limited Certificate	2	5.0%
Other Certificate		
National Board Certificate	3	7.5%
Ethnicity		
Asian	3	7.5%
Black/African American		
Hispanic/Latino	1	2.5%
White	34	85.0%
Other	2	5.0%

School Data Study

Admin reviewed the data dashboard and data pulled from Homeroom (gender, special ed, ELL, F&P scores) and shared with Leadership Team, Instructional Leadership Team, Site Council, PTSA, and staff.

Previous Year's SIP Information

Previous SIP Goal:

By June of 2018, we will move from 65% of our students meeting or exceeding standard on the district writing post-assessment, to 80% of our students meeting or exceeding standards on the district writing post-assessment.

Progress Toward Previous Goals:

For the 2017-18 school year, 77% of our students met standards on the District Post-Writing assessment. In the Fall, 42% of our students were at standard, showing significant growth during the school year.

Post - Writing Assessment Data across length of SIP:

15/16- 69% at standard

16/17- 65% at standard

17/18- 77% at standard

Overall, our three year trend does demonstrate growth as do our SBA scores. Staff have become more comfortable and versed in teaching Units of Study and have received extensive Professional Development both in building and out of building around best practices in writing instruction.

GAP ELL Goal: By June of 2018, all ELL students will improve in the area of Structure by 3 points on the District Post-Writing Assessment.

As a reminder, we altered the SIP Gap Goal for the 2017-2018 school year based on the results from our GAP Goal from the 2016-2017 school year. Specifically, we set our previous Gap Goal to be able to expose the true areas of struggle in writing for our ELL students. In reviewing our post writing data from the 15-16 school year, Structure was the biggest area of challenge and was the writing objective that staff felt was a foundational necessity for our ELL students to be proficient in, before focusing on any other areas.

GAP ELL Progress Towards Goal:

16/17- In grades, K-2 our average growth was 5 points and in grades 3-5 our average growth was 3 points.

17/18- 87% (51/59 students) grew by three points or more in the area of structure.

Improving our ELL students writing skill set in the area of Structure was important to use, as without a strong foundation in Structure, the other areas of writing would not develop. For many of our ELL students, they did not have the language concepts developed yet in English to progress to Proficiency in the other areas.

Justification for Change or Maintenance of Goals

The SIP goal will change to Reading. Although we did not meet the goal in writing, we came very close. We will continue to work on writing, but our staff felt it was crucial that we focus our efforts around reading. Both math and writing have received a high level of attention the past few years with new curriculum adoptions, but reading has not.

During that same time, even though students showed positive cohort data, 2 out of 3 grade levels on the SBA showed flat or decreasing SBA scores indicating either new challenges or the need to revisit K-5 literacy practices including reading.

Staff wanted to focus on guided reading practices, strategy groups, and increasing their knowledge around targeted interventions/instructional practices.

School Improvement Goal

All Students

By June of 2021 our K-5 students will improve from 77% at grade level standard or above to 85% at grade level standard or above on the F&P.

Gap Group

Using F&P, SBA and STAR data; special education students will annually demonstrate a year's worth of growth or more in reading.

Action Plan

Action Steps. *What research-based strategies will be implemented to achieve this goal?*

Professional Development.

- Building professional development sessions monthly, planned by principal, building and district specialists.
- Guided Reading/Strategy groups (*Irene C. Fountas & Gay Su Pinnell, Guided Reading*)
- Balanced Literacy Approach- Guided, differentiated reading groups, Making Meaning comprehension strategies and individual conferring, use of Book Room resources, intentional read aloud with shared reading opportunities, use of quality mentor texts, readers workshop tubs, reading response journals (Routman, 2003).
- Effective conferring practices
- F&P professional development
- Professional Book Studies- *Whose doing the work?* How to say less so readers can do more (John Hattie, Visible Learning)
- Reading breakout sessions
 - Phonics/Word Work for K-2
 - Sharing Mentor texts
 - Using F&P data to inform small group instruction
 - Setting up independent reading to teach guided reading and written reading responses for 3-5
- Jennifer Serravallo literacy PD- Strategies and structures for teaching reading and writing
- Trudy Ludwig literacy PD
- Kindergarten Phonics
- Jan Richardson PD series- The next step forward in guided reading
- Assessing reading standards
- Guided Language Acquisition Design (GLAD) strategies
- Summer literacy Institute at Teacher's College in New York
- Opportunity to attend Summer Institutes and August Learning In-Service Days
- Ruth Cerna (TLS Literacy Curriculum Specialist) will provide training around F&P assessments and guided reading.
- Teachers have access to a professional library with textbooks, videos, and other resources

- Instructional Coach classroom coaching cycles focused around Guided Reading, Balanced literacy, and strategy groups

Timeline.

This plan will begin September of 2018 and end June of 2021

Resources Available.

- Professional Development
- Collaboration time with special education and general education staff to review IEP and classroom data and plan instruction
- Staff attending Jennifer Serravallo conference around best practices in reading
- Building Instructional Coach
- Release Time
- LAP
- Reading support for our 5th grade students provided by building paras and designed by instructional coach
- ASAP intervention support for reading provided to 4th and 5th grade students who did not meet standard on the SBA and on trimester 1 report card
- .5 FTE Instructional Coach facilitates PD, creates anchor paper binders, conferring kits, Writing Rubrics, writer's checklists and individual coaching for staff
- Building Tech Lead facilitates training for staff using Homeroom, Skyward, and Gradecam
- A K-5 articulated common curriculum (Making Meaning, Units of Study by Lucy Calkins and Leveled Literacy by Fountas & Pinnell)
- GLAD training facilitated by building GLAD leader
- A 1.0 FTE ELL specialist provides GLAD training through building PD and individual coaching, facilitation of ELL student services and direct intervention services for ELL students, Levels 1-4
- Two full-time Special Ed teachers who provide training through building PD
- Hosted a Family Engagement Event, helping our ELL and new to the American School System families successfully navigate Parent/Teacher conferences

Technology. How is technology being used to facilitate instruction?

The district coordinates technology funding/building support. These funds are used to purchase materials that support and enhance instruction and academics for students at Endeavour, and throughout the Issaquah School District. Examples of purchased materials, as provided by the district include mobile laptop carts, smartboards, and iPads. Specifically, our building tech lead facilitates training and support for staff regarding Homeroom and Gradecam training, Office 365, Actively Learn, Connect, OneNote, and Excel data to facilitate instruction and track progress monitoring.

Endeavour teachers use technology to research best instructional practices. (i.e. Calkins videos, TED talks, Teacher Channel, Choice Literacy, etc.). For the 2018-19 school year, we used technology dollars to purchase laptops, Raz Kids (award-winning resource that provides a library of differentiated books at 29 levels of difficulty students use to practice reading in school and at home), iPads, and colored printers.

Parent/Family/Community Engagement

Parent/Family involvement and community engagement is a critical part of the on-going success at Endeavour. When parents are engaged as partners with teachers in the education of their child, students benefit. Our school has a number of strategies to engagement families in meaningful partnership at the school:

Endeavour's PTSA supports a wide variety of opportunities to build home-school connections. The PTSA purchased laptops, leveled library resources, and provided staff grants to help teachers purchase resources for guided reading/strategy reading groups. They also helped provide financial support for paraprofessionals to help with recess and lunch supervision that allowed us to use our building paraprofessional allocation to support reading groups at the intermediate level.

- Learning Assistant Program (LAP) parent meetings occur for all students receiving supplemental literacy support
- Principal Corner, Principal Chats, and teacher newsletters/web sites provide parents and families with updates on our goal focus and progress throughout the year
- Parent/Teacher conferences allow for two-way communication for each and every child in the school
- Curriculum Night/E-news informs parents
- Sending updates on reading goals
- Communicating topics of reading units via Connect Site
- Student goals that are shared during conferences
- Providing reading tips in newsletters and on Connect Site
- Trudy Ludwig Parent evening centered around supporting reading at home
- Sharing SIP plan via Site Council, Principal's Bulletin, and PTSA meetings
- Reading promotion through the library
- Book Fair
- Eager Reader
- Global Reading Challenge

Monitoring

What on-going artifacts or evidence will be gathered to show this activity is making a difference in student learning?

- Fountas & Pinnell Benchmark Assessment Data Fall & Winter (Spring for those below standard)
- Student Response Journals
- Teacher Anecdotal Records on student reading comprehension
- Daily Classroom Schedules – literacy blocks

- Guided Reading/Strategy Group Schedules
- Student Book Boxes
- Classroom Libraries
- BAME Updates
- Teacher guided reading/conferring notes
- CSA
- Resource Room reading data
- SDI provided by Special Ed staff around student IEP goals

Evaluation

What specific indicators will be used to evaluate the success of this goal?

To monitor annual growth toward our goal we will analyze F&P, SBA and, when available, STAR scores to ensure students are showing appropriate levels of growth including gap-closing growth for students not meeting standard.

How does your plan address the needs of both the struggling and high achieving students?

- Our staff book study book
- Guided Reading/Strategy groups
- Support from the Instructional Coach
- Individual Conferring
- Reading PD that focuses on differentiation and next steps

Additional Schoolwide Focus

PBSES

Fall 2018

- Train new staff on PBSES building practices
- First day of school- Train all students on behavior expectations throughout all areas of the building through "rotation expectations."
- All teachers implementing SEL curriculum
- Piloting SEL bullying prevention curriculum
- Focus on Cultural Competency-
 - Parent Panel present at staff PD around navigating the American School system
 - Providing staff with cultural resources to use around "getting to know your students"
 - Held a parent event around navigating parent/teacher conferences- Led by Family Liaison staff member, ELL teacher, and counselor
 - Developing a parent and staff guide book for navigating the American school system and working with families from other cultures

- Explicitly teach Behavior Matrix to all students – videos and activities
- Reinforce school-wise expectations through Endeavour cards – with classroom and whole school rewards
- Using BEISY feedback and feedback from our PBSES meetings to continue to focus the efforts of our Student Support Coach and Counselor
- Partnering with our Swedish Mental Health Counselor to provide staff PD around Trauma and PTSD in students
- Proactive classroom management support
- Second Step Parent Tips provided by Student Support Coach and Classroom teachers
- Partnering with Special Ed to support SDI instruction in the Gen. Ed. Classroom
- Professional Development around PBSES including:
 - Envoy strategies
 - Restorative Practices
 - Communicating competently
 - Supplemental SEL children’s literature and read-aloud lessons
 - Transitions
- BEISY Screener for all students
- Using BEISY data and PBSES survey to develop classroom lessons and groups run by our Student Support Coach and Counselor
- Develop a Tier 2 and Tier 3 behavior support system
- Communicate Tiered support systems to staff via Professional Development and Staff OneNote notebook
- Developed a data tracking system to support our Tiered systems
- Developed and communicated behavior support resources in Staff OneNote notebook
- Provided Para training around proactive recess and lunchroom supervision
 - Envoy Strategies
 - PD with special education teachers around how to support our special education students in the classroom, at lunch, and recess

Spring 2018

- BEISY Screener for all students
- Analyze data for growth and changes
 - Plan Professional Development for staff and students based on data analysis
 - Plan “expectation rotations”
 - Plan our Mission/Vision for PBSES next steps