

Site Visit Final Report Form, BVSD Annual Accreditation Report

Douglass Elementary School

October 15 and 16, 2003

_____	Dr. Nancy Mervar (Chair)	F	C	Principal
_____	Terri Mulford (Climate)	F	C	Teacher
_____	Mark Muller (Climate)	M	C	DAC Rep.
_____	Jonathan Wright (Wrtg.)	M	C	Teacher
_____	Laura Lyon (Wrtg.)	F	C	Lit. Coach
_____	John Nagel (Math)	M	C	Teacher
_____	Jeri Tagawa (Math)	F	A	DAC Rep.

Statement of Confidentiality: Review Team Members agree to conduct the site visit with objectivity and rigor, adhering to the highest standards of integrity and honesty in maintaining the confidentiality of findings.

2. Weighted Scores from Guiding Questions: 93 (100 possible; Blow 80 referred for technical assistance.)

3. Summary of Findings and Implications for the SIP Design, Implementation, and Results:
a. School Improvement Design – Are the actions appropriate to the intended goals?

Writing: More systematic and consistent instructional approaches within and between grade levels will likely result in enhanced writing performance levels.

Math: The actions in the goal have supported the growth of mathematical concepts and skills for students. There is evidence within classrooms that there are consistent approaches to conceptual understanding within and across grade levels. Students are able to apply their skills and concepts to problem solving and this is frequently assessed.

Climate: The actions implemented to improve school safety and climate, and to examine gender differences have been thorough and effective. We challenge you to develop a goal about diversity for 03-04. A real challenge to your school community is to expand students' understanding and experiences with groups of differing economics, cultures and abilities.

b. Implementation of School Improvement Plan – Is progress being made in the implementation of actions?

Writing: There is evidence of Six Traits application in every classroom. Authentic publishing possibilities are being developed for writers. PTA supports mini-grants written by teachers to purchase resources for writing. Use of the flooding model has allowed you to refine instruction for both reading and writing. Where the writer's workshop is being used, it is effective.

Math: Evidence of progress is seen through implementation of exemplar and Math Quest problems, use of IBM mentors. Math is integrated with art and music.

Safety: You have fully implemented character education, restorative justice and bully-proofing programs. Parents, students and staff have a common language. Character education is woven through out the curriculum and the assets are evident through out the school.

c. Results of Prior Year's Plan – Have actions resulted in improved student learning?

Writing: Overall improvement was evident through CSAP performance in 4th and 5th grade.

Math: Overall improvement was evident through use of an internal assessment problem solving rubric applied to fall and spring math exemplar problems.

Climate: Significant evidence exists that Douglass is a safe and positive school. Using the students, parents and staff snapshot surveys as evidence, the overall scores regarding a safe environment remain high and above the district average.

4. Recommendations:

a. Celebrations: Strengths and Achievements

Writing: Students are aware that assessments are used to measure their improvements. Many students expressed their enthusiasm for writing and enjoy publishing opportunities and free writing choice. Teachers have systematic writing times scheduled each day and are conscious of the need to continually improve best practices. Teachers collaborate at least three times per year to examine student work in order to improve their instructional interventions. The Writing Resource notebook is an excellent resource to teachers.

Math: A comprehensive math program is in place and this is supported by all specialists (art, music, library, physical education). Students' knowledge is furthered through the use of technology. Math instruction is focused through the use of ability grouping based on pre- and post-assessments for units as well as for the instructional year. Instructional teams conference with each other to address ways to meet the needs of diverse learners so that the curriculum is adapted to individual needs. Teachers use centers and manipulatives to teach and reinforce abstract mathematical concepts. There is a high emphasis on critical thinking through problem solving and peer assessments.

Climate: It is exciting to see such strong parent involvement at this school. The school uses the resource of parents in the classrooms, on the playgrounds and in school governance to a maximum degree. The character education program is proactive. Character education is infused through out the school in multiple environments. Use of the character assets vocabulary creates a common language for both academic and non-academic activities. We applaud your use of the "Stop and Think" process in the restorative justice program. We appreciate your efforts to look at the needs of ALL students.

b. Challenges: Questions to Promote Continuous Improvement

Writing:

How can you use the developmental continuum and standards based rubrics to drive instruction and measure growth?

Knowing that modeling, conferring, student choice, and authentic audience lead to increased writing proficiency, how will you apply these best practices in your own classroom?

How might you strive to create an instructional balance between authentic writing and isolated skills?

How can you create a more consistent instructional experience for students during their K-5 career?

How can you use resources within your school in order to enhance your writing instructional program?

Math:

What are the ways you evaluate mathematics patterns of a cohort group to modify instruction for the specific needs of that group of students over an extended period of time?

What instructional practices would enhance learning of advanced K-1 students? (For example, buddy programs would give opportunities to reinforce older students understanding of mathematics while developing the skills and concepts of younger students.)

Climate:

What resources can be used to develop multicultural awareness in the local, national, and world communities?

What actions or programs can be used to strengthen your diversity goal in order to address issues related to ethnicity, economics, and learning ability levels?

How can you bring the Chilean teacher-exchange program down to the student level?

How can you continue to develop the Character Education program to utilize assets outside the Douglass community?

5. Recommendations: X Accepted

Release of Report: DAC and District administration will provide to the Principal a DRAFT copy of the Accreditation Report for the school's review and comment. DAC and District Administration will write a final report on the status of accreditation for each school. In accordance with the intent of Colorado law and State Board of Education Rules, a summary report will be issued to the Superintendent and the District Board of Education. As a public document it will be available to the school accountability committee and others who may be interested.