

School Improvement Plan, for the 2003 to 2004 School Year

Is this a multiyear plan? X yes no. If yes, when was the plan developed? 1999

BVSD Mission: The Boulder Valley School District challenges students to achieve their academic, creative and physical potential in order to become responsible, contributing citizens. **Vision:** Profile of Boulder Valley Graduate

School Mission and Vision: Douglass Elementary is a vibrant and dynamic center of learning. Our school advances academic knowledge, fosters confidence and compassion, and nurtures the potential and curiosity of each individual in a safe, respectful environment. We honor the diverse contributions of our staff, students and their families as we work collaboratively to meet the challenges of the future.

<p>Target Area for Improvement Improve safe and accepting school climate for all members of the school community</p>	<p>Rationale Our goal is to increase understanding and valuing of diversity. The Douglass community values treating one another with respect and handling all interpersonal relations with responsibility, integrity and empathy. We have identified that students engage in hurtful physical and verbal and wish to decrease this through assets education, use of restorative justice strategies, bully training, peer mediation and conflict resolution initiatives.</p>
<p>School Goal: To provide a safe and civil environment by decreasing the incidences of student-to-student hurtful physical and verbal behaviors. Our goal during 2003-2004 is to improve the consistency of use of restorative justice strategies and to increase students' understanding and application of assets education so that there will be a minimum of a 5% decline in hurtful behaviors as measured by the Student Snapshot, and maintenance of Parent Snapshot scores at or above 93%.</p>	<p>Baseline Data School behavior referrals: 2000-2001: 102 referrals for hurtful verbal or physical behavior 2001-2002: 71 referrals (32% unsafe behavior; 27% hurtful physical behavior; 10% hurtful verbal behavior) 2002-2003: 61 referrals (20% unsafe behavior; 18% hurtful physical behavior; 9% hurtful verbal behavior) Student snapshot data (% of students agreeing with the statement): 2001- 2002: Been called names (53%); Been bullied (68%); Been physically hurt (59%); Feel safe (88%). 2002-2003: Been called names (42%); Been bullied (20%); Been physically hurt (34%); Feel safe (86%); Additional items to track starting in 02-03: Clear rules (85%); Know what to do about bullies (81%). Parent snapshot data: (% of parents agreeing with the statement): 2001-2002: School has clear rules (98%agree); Students feel safe (98%agree); Students get along (97%agree) 2002-2003: School has clear rules (93% agree); Students feel safe (97% agree); Students get along (98% agree)</p>

Action/Reform Strategies Coherent, schoolwide, focused and intensive	Assessments Evaluation Documentation Based on a reliable and valid body of evidence	Timeline Planning cycle for continuous improvement	Who's Responsible State, district, buildings	Resources Research validated, philosophically supported and used by all teachers and supported by district	Professional Development Standards-based, data driven, job embedded, discipline focused and sustained over time
<p>Develop consistency among staff in implementing the school discipline policy.</p> <p>All teachers participate in recognizing positive assets in students by providing character stones to students in their classes.</p> <p>Decrease negative behaviors both during and before/after school by distributig behavioral expectation overview to SACC, after school activity leaders and bus drivers.</p> <p>Provide Peace Place, Restorative Justice and No-Bully training to students, staff and parents.</p>	<p>Document use of Problem Solving Reports and Stop & Think Sheets (frequency, type of offense, and the followup to incidences)</p> <p>Teacher checklist of number of character stones awarded (all students to receive at least one)</p> <p>Track student snapshot results, # and type of behavior referrals (PSRs), teacher/student identification of meaningful & appropriate restorative justice practices.</p> <p>Track # and type of behavior referrals (PSRs) & student snapshot results to evaluate impact of training.</p>	<p>2003-2004 school year</p> <p>2003-2004 school year</p> <p>2003-2004 school year</p> <p>2003-2004 school year</p>	<p>Environment committee members facilitate training and discussion.</p> <p>All teachers</p> <p>Environment goal committee members and principal</p> <p>Environment committee coordinates training for new staff members & ongoing training for other staff. Principal to distribute parent literature on bullying. Professional resources added to teacher/parent library.</p>	<p>Continue to use designated inservice and faculty meeting times; Committee member time to plan; all-staff to implement.</p> <p>Teacher time to create overview sheet of how to use Dolphin Slips and character stones, to develop checklist, and to review with staff.</p> <p>Inservice/faculty meeting time for ongoing discussion and sharing of lessons & materials.</p> <p>Staff time;Parent-Teacher Organization to purchase no-bully parent literature and additional professional resources.</p>	<p>Continue professional book studies: <u>Schools with Spirit: Nurturing the Inner Lives of Children and Techers</u> by Lantieri and <u>Educating for Character</u> by Lickona.</p> <p>Review practices for increased standardization during faculty meeting &/or inservice time (ie. discussion, review RJ practices handout, etc).</p> <p>Ongoing training to include all staff members, especially new employees and classified employees – to occur during faculty meetings, para meetings and inservice days. Training for bus drivers and childcare staff.</p> <p>Staff training as described above; Additionally, new teachers will attend “Bullyproof Your School” training; bus drivers and paras receive booklet on bullying (“What Parents Need to Know about Bullying” by William Voors)</p>

<p>Use by students of appropriate & meaningful restorative practices</p>	<p>Track number and variety of ways students repair the harm, based on the PSRs and the Stop & Think sheets.</p>	<p>2003-2004 school year</p>	<p>Staff members submit copies of PSRs and Stop & Think sheets for analysis by goal committee members.</p>	<p>Staff time to brainstorm & discuss ways to repair harm; staff time to analyze.</p>	<p>None</p>
<p>Increase awareness and understanding of gender differences as they relate to the school disciplinary policies, procedures & practices in order to ensure an equitable learning environment.</p>	<p>Track data from PSRs and Stop & Think sheets to determine frequency of behavior referrals for boys & girls; anecdotal evidence.</p>	<p>2003-2004 school year</p>	<p>All staff to participate in training; environment committee to provide guidance regarding inservice format.</p>	<p>Staff time to discuss; Staff time to analyze behavior referral data; support from SAPP office (retreat and possible SafeZone grant).</p>	<p>Planned inservice on gender differences in education which will focus on academic and social implications; Team of teachers and principal attend SAPP office training in October.</p>
<p>Decrease negative student behaviors, especially among current fifth graders who have particularly struggled with this over the years through no-bully training and parent involvement.</p>	<p>Track behavioral data for fifth grade separately (# of reported incidences, type of discipline, # of repeat offenders, student anecdotal evidence)</p>	<p>2003-2004 school year</p>	<p>Fifth grade teachers, principal, school psychologist, paraeducators</p>	<p>Time for teachers and principal to meet; development of parent letter; ordering booklets on bullying for parents (“What Parents Need to Know about Bullying” by William Voors) through PTO funds; no-bully training paid through PTO funds</p>	<p>Training sessions for students will support teacher learning as well (Bev Title from “Making Peace” and Mark Fearer from “KidPower”); Depending on availability of funds, a parent and teacher training component may be added.</p>
<p>Decrease negative girl-to-girl behavior (verbal and social) through girls’ weekly affective group, “SOAR.”</p>	<p>Track behavioral data for girls (# and type of incidences) as well as anecdotal reports from girls</p>	<p>2003-2004 school year</p>	<p>Parent-leaders, volunteer teachers to support, supervise.</p>	<p>No monetary expense to school; some teacher time involved.</p>	<p>Student training opportunity</p>