

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 Vision: The Boulder Valley School District challenges students to achieve their academic, creative and physical potential in order to become responsible, contributing citizens (file of the New Century 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 writing ability</p>	<p>Rationale Our goal is to maximize student achievement, specifically in the area of writing. Writing ability affects children’s ability to succeed both as students, in all discipline areas, and as literate citizens. Analysis of our data indicates that Douglass students should be achieving at higher levels in this area based on their reading and math scores and the low incidence of “risk factors” associated with school achievement. Focusing on student performance and the effectiveness of instruction will help us identify strategies to improve writing achievement, K-5.</p>
<p>School Goal Douglass students will improve overall writing ability as evidenced by gr. 3, 4, 5 CSAP weighted index scores. Additionally, we will decrease the gap between boys’ and girls’ achievement. We have set targets for both cohort and total school weighted index scores. Our goals for 2004 are as follows: Weighted index score difference of 8 points between boys and girls; baseline = 16 pts Weighted index score of 98 on the 3rd gr CSAP (cohort graduating class of 2006); no baseline data. Weighted index score of 98 the 4th gr CSAP (cohort graduating class of 2005); baseline = 93 in 3rd gr. Weighted index score of 107 on the 5th gr CSAP (cohort graduating class of 2004); baseline = 102 in 4th gr. Total weighted index score (non-cohort) of 105 for gr 3-5; baseline = 100</p>	<p>Baseline Data 6 Traits rubric evaluations: 2002-2003: 89% of 3,4,5 graders met goal of proficient or above OR improved in 4 or more areas; 2001-2002: 85% met the same target; 2000-2001: 83% met this target (in <u>three</u> or more of the six traits). CSAP: % proficient/advanced 3rd grade 2003: 69% 2002: 74% 4th grade 2003: 85% 2002: 68% 2001: 81% 2000: 77% 1999: 59% 1998: 49% 5th grade 2003: 87% 2002: 92% CSAP Weighted Index Scores 2003: 3rd grade = 93 4th grade = 102 5th grade = 105 3rd-5th grade boys = 93 3rd-5th grade girls = 109 Total students (gr 3-5) = 100 (2002: 97)</p>

Note: Documentation of progress (AYP and AYG) is verified by the District Assessment Office

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>Analysis of CSAP results to determine strengths/weaknesses of instructional program and to identify instructional implications.</p> <p>Student Achievement Data Conferences between principal and each teacher to examine individual students' academic achievement and progress; identify interventions especially for boys.</p> <p>Evaluate/discuss student writing samples using protocols in Fall, Winter and Spring as an internal measure of student progress and needs for instruction.</p> <p>Professional book groups formed to study best practice and develop new strategies for literacy instruction.</p>	<p>Develop list of patterns identified in the data; produce and share user-friendly data charts; create data analysis binders for staff and SIT members; writing CSAP scores.</p> <p>Documentation of goals and interventions for each student at risk of not being proficient by end of year.</p> <p>All writing data collected and analyzed; shared with staff & SIT members; results included in school improvement plan; writing CSAP scores.</p> <p>Completion of book studies (<u>Guiding Readers & Writers</u> by Fountas & Pinnell; <u>The Writing Workshop</u> by Ray & Laminack) & implementation of appropriate new strategies; writing CSAP scores.</p>	<p>August 2002-June 2003</p> <p>Conferences held in September 2003 to discuss previous students' progress & new students' needs.</p> <p>September, January & April during the 03-04 school year</p> <p>September 2003-March 2004</p>	<p>Principal as facilitator; staff & SIT members as data analysts and goal planners.</p> <p>Principal and teachers</p> <p>All teachers</p> <p>Teachers</p>	<p>Inservice time for teacher discussions; school resource allocation for printing, copying.</p> <p>Staff time</p> <p>Teacher work time (for scoring and aggregating) and instructional time (for administration of writing samples)</p> <p>Use of time during teacher meetings and inservice days for book groups to meet. Additional teacher time will earn salary credit; books provided at no cost by Judy Skupa's office.</p>	<p>Training and facilitation of data analysis by principal throughout school year.</p> <p>Training in data analysis, ongoing thru goals committees</p> <p>Continued practice scoring writing pieces with 6 Traits rubric to ensure interrater reliability. Continued teacher support for use of writing protocols. Training for teachers by district.</p> <p>This is a professional development activity.</p>

<p>Teacher sharing of strategies, ideas and activities that have been successful in raising student achievement in writing (G.I.F.Ts – Great Ideas from Teachers); Develop “Teacher Action Plans.”</p>	<p>Activities and resources shared by teachers; implementation of effective new strategies in classrooms; writing CSAP scores.</p>	<p>Monthly during 03-04 school year</p>	<p>All teachers to contribute</p>	<p>Teacher inservice/meeting time</p>	<p>This is a professional development activity.</p>
<p>Articulation meetings in grades K-5 to examine best practices in preparing students for writing CSAP.</p>	<p>Activities and resources shared by teachers; implementation of effective writing strategies in classrooms; results from writing CSAP</p>	<p>Ongoing during 03-04 school year, beginning in August</p>	<p>Teachers</p>	<p>Teacher inservice/meeting time</p>	<p>This is a professional development activity..</p>
<p>Continue implementation of flooding model to provide intensive small group literacy instruction.</p>	<p>Results from writing CSAP</p>	<p>September 2003-May 2004</p>	<p>Teachers & literacy tutors</p>	<p>Hire More Teachers referendum FTE, Struggling Reader dollars, Read to Achieve grant monies, School Excellence award money, school resource allocation (approved for usage due to 49% cut in combined state and district resources from 02-03 to 03-04).</p>	<p>Ongoing literacy training for teachers & tutors throughout school year during inservice days; new literacy teacher to take “Multisensory Reading” district class; new teachers take “First Steps Writing” district class.</p>
<p>Modify literacy tutor schedule to provide more intensive support to grades 3-5 in the months prior to CSAP.</p>	<p>Results from writing CSAP</p>	<p>September 2003-April 2004</p>	<p>Literacy teacher & principal</p>	<p>None (use existing resources to have greater impact on students’ CSAP performance)</p>	<p>None</p>
<p>Adequately and appropriately prepare students for CSAP in order to decrease test anxiety and familiarize students with test formats and timed tests.</p>	<p>Results from writing CSAP scores</p>	<p>September 2003-March 2004</p>	<p>Grade 3-5 classroom teachers, literacy tutors & special education teachers</p>	<p>CSAP preparation materials purchased with school resource allocation.</p>	<p>Teacher-sharing about effective strategies & practices (ongoing).</p>

<p>Create school literary journal to provide an audience and purpose for writing, especially for reluctant writers. Target male students for participation.</p>	<p>Results from writing CSAP scores; internal teacher evaluation of student writing for the literary journal throughout school year</p>	<p>Continue through 2003-2004 school year</p>	<p>All teachers encouraging student submissions; faculty member to sponsor the activity.</p>	<p>Teacher time (extra duty funds paid through school resource allocation), parent volunteers, SIT/PTO funding for materials (primarily copying, printing).</p>	<p>None</p>
<p>Provide “double-dose” writing instruction to 4th and 5th graders of all abilities (during the day pull-out for fourth graders; before school for fourth and fifth graders). Target male students for participation.</p>	<p>Track individual students’ CSAP scores from 3rd to 4th or 4th to 5th; Specifically, do more students move to advanced from proficient and to proficient from partially proficient? Do students make more than one year’s growth in one year’s time as a result of this intervention?</p>	<p>October 2003 – February 2004</p>	<p>Lead Literacy teacher</p>	<p>Literacy teacher (funded with literacy FTE from district) and two literacy tutors (school resource allocation dollars) for instruction during the day. Extra-Duty Pay from the school resource allocation for the literacy teacher time before school.</p>	<p>Building inservice time used to evaluate student writing, determine needs of students, select appropriate students and to drive instruction during “double-dose” time.</p>
<p>Utilize Lead Literacy Teacher to support effective instruction in the classroom.</p>	<p>Greater sharing of effective instructional practices; increased instructional alignment, K-5.</p>	<p>October 2003 – June 2004</p>	<p>Lead Literacy Teachers (position split by two teachers)</p>	<p>Lead Literacy Teacher position funded by district for schools that no longer have a Literacy Coach (due to budget cuts).</p>	<p>Lead Literacy Teachers will coach and collaborate with teachers regarding literacy instruction.</p>
<p>Implement effective instructional strategies specifically designed to meet the unique needs and learning styles of boys.</p>	<p>Decrease in gap between boys and girls by 8 weighted index points.</p>	<p>2003-2004 school year</p>	<p>All teachers</p>	<p>Inservice time; staff development money from school resource allocation; direction from Judy Skupa’s office, re: good professional resources for teacher training (ie. speaker? Book? Professional journal?</p>	<p>Training (format to be determined) regarding gender differences that impact both academic and social success in the school setting; Implementation of researched-based strategies that support boys’ learning.</p>

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