

School Improvement Plan, for the 2002 to 2003 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 writing ability</p>	<p>Rationale Our goal is to maximize student achievement, specifically in the area of writing. While consistently above state and district averages, our fourth grade CSAP scores in the area of writing are lower relative to student performance in reading. With staff training in Six Traits and First Steps Writing, this is a relevant and important area to gather data about our impact on achievement.</p>
<p>School Goal Douglass students will improve overall writing ability as evidenced by gr. 3, 4, 5 writing CSAP scores. This is the 4th year of a 4 year plan in which we will initiate the tracking of cohort group data. Our goal for 2003 is to increase the percentage of students scoring proficient and advanced to: 79% for graduating class of 2005 on 3rd gr CSAP 79% for graduating class of 2004 on 4th gr CSAP 73% for graduating class of 2003 on 5th gr CSAP</p>	<p>Baseline Data -6 Traits rubric evaluations: 85% of 3,4,5 graders met goal of proficient or above OR improved in 4 or more areas in 2001-2002. Eighty-three percent met this target during 2000-2001 (in three or more of the six traits). -3rd grade writing CSAP: 2001: 74% proficient or advanced -4th grade writing CSAP: 1998: 49% 1999: 59% 2000: 77% 2001: 81% 2002: 68% -5th grade writing CSAP: 2002: 92%</p>

Action/Reform Strategies	Assessments Evaluation Documentation	Timeline	Who's Responsible	Resources	Professional Development
Coherent, schoolwide, focused and intensive	Based on a reliable and valid body of evidence	Planning cycle for continuous improvement	State, district, buildings	Research validated, philosophically supported and used by all teachers and supported by district	Standards-based, data driven, job embedded, discipline focused and sustained over time
Analysis of CSAP results to determine strengths/weaknesses of instructional program and to identify instructional implications.	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.	August 2002-June 2003	Principal as facilitator; staff & SIT members as data analysts and goal planners.	Building resources and time for copying, planning and discussion.	Training and facilitation of data analysis by principal throughout school year.
Student Achievement Data Conferences between principal and each teacher to	Documentation of goals and interventions for each student at risk of not being	Conferences held in Sept '02 and again in spring '03 (k-3) or fall '03 (3-5) to	Principal and teachers	Staff time	Training in data analysis, ongoing thru goals committees

<p>each teacher to examine individual students' academic achievement and progress.</p> <p>Evaluate grade 3-5 student writing samples in Fall 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>Teacher sharing of strategies, ideas and activities that have been successful in raising student achievement in writing.</p> <p>Articulation meetings between 3-5 grade levels to examine best practices in preparing students for writing CSAP.</p> <p>Utilize support of district Literacy Coach in classrooms (co-teaching and model teaching) and in providing teacher</p>	<p>proficient by end of year.</p> <p>All gr. 3-5 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>Compilation of activities and resources shared by teachers; implementation of effective new strategies in classrooms; writing CSAP scores.</p> <p>Compilation of activities and resources shared by teachers; implementation of effective CSAP preparation strategies in classrooms; writing CSAP scores.</p> <p>Literacy coach scheduled into classrooms and into inservice days; writing CSAP scores.</p>	<p>fall '03 (3-5) to review end-of-year student status.</p> <p>November 2002 and March 2003</p> <p>September 2002-March 2003</p> <p>October 11 inservice day & ongoing</p> <p>September inservice day & ongoing</p> <p>Weekly throughout school year</p>	<p>3-5 grade teachers & writing committee members</p> <p>Teachers with support from Literacy Coach</p> <p>Teachers</p> <p>Teachers</p> <p>Literacy coach & teachers</p>	<p>Teacher work time (for scoring and aggregating) and instructional time (for administration)</p> <p>Teacher time & district funds to purchase books</p> <p>Teacher inservice/meeting time</p> <p>Teacher inservice/meeting time</p> <p>District-provided Literacy Coach</p>	<p>Continued practice scoring writing pieces with 6 Traits rubric to ensure interrater reliability.</p> <p>This is a professional development activity.</p> <p>This is a professional development activity.</p> <p>This is a professional development activity.</p> <p>This is job-embedded professional development.</p>
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<p>training.</p> <p>Continue implementation of flooding model to provide intensive small group literacy instruction.</p> <p>Modify literacy tutor schedule to provide more intensive support to grades 3-5 in the months prior to CSAP.</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>Create school newspaper to provide an audience and purpose for writing, especially for reluctant writers.</p>	<p>Writing CSAP scores</p> <p>Writing CSAP scores</p> <p>Writing CSAP scores</p> <p>Writing CSAP scores; internal teacher evaluation of student writing for the newspaper throughout school year.</p>	<p>September 2002-May 2003</p> <p>September 2002-April 2003</p> <p>September 2002-March 2003</p> <p>Initiate in Fall 2002 & continue throughout school year.</p>	<p>Teachers & literacy tutors</p> <p>Literacy teacher & principal</p> <p>Grade 3-5 classroom teachers, literacy tutors & special education teachers</p> <p>All teachers encouraging student submissions; faculty member to sponsor the activity.</p>	<p>Hire More Teachers referendum FTE, Struggling Reader dollars, Read to Achieve grant monies, School Excellence award.</p> <p>None (use existing resources to have greater impact on students' CSAP performance)</p> <p>CSAP preparation materials purchased with building funds.</p> <p>Teacher time (possibly extra duty funds/leadership funds for sponsor).</p>	<p>Ongoing literacy training for teachers & tutors throughout school year during inservice days.</p> <p>None</p> <p>Teacher-sharing about effective strategies & practices (ongoing).</p> <p>None</p>
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