

School Improvement Plan, for the 2004 to 2005 School Year

Is this a multiyear plan? **yes** **no**. If yes, when was the plan developed? _____

BVSD Mission Vision: Pro: 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, 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.

Target Area for Improvement

Writing achievement for all (A=achievement goal)
Close gender gap (E=equity goal)

Rationale Our goal is to maximize student achievement with a focus on writing. Writing ability affects children's ability to succeed both as students, across all content areas, and as literate citizens. Analysis of our data indicates that Douglass students should be achieving at higher levels in this area based on our demographics.

School Goal : Achievement & Equity

Gr. 3-5 students will improve overall writing ability from 2004 to 2005 by more than a year as evidenced by spring 2005 CSAP weighted indices and boys' performance will become more commensurate with that of girls. We have set both cohort and non-cohort goals. Our 2005 targets are:
5 point difference between boys/girls, gr. 3-5
102 weighted index on 3rd gr. CSAP
107 weighted index on 4th gr. CSAP
118 weighted index on 5th grade CSAP
109 total weighted index, grades 3-5

Baseline Data

CSAP weighted index scores (spring 2004):
13 point difference between boys/girls
97 weighted index on 3rd grade CSAP
102 weighted index on 4th grade CSAP
113 weighted index on 5th grade CSAP
104 total weighted index, grades 3-5

| 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, j embedded, discipline focused and sustained over time |
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| Use Boulder Valley's TIES model to analyze data and develop a theory of action in the classroom, school, and community domains. (A,E) Student data conferences between | EOY report and School Improvement Plan developed collaboratively with all faculty members involved; subsequent increase in writing CSAP. Documentation of students, needs & interventions; | August – October 2004 September-October 2004 | TIES team facilitation; all teachers serve on goal committees Principal, teachers | Inservice time in August and September 2004; Jonathan Dings & Data Warehouse support for data interpretation. Staff time | 3 day team-training in the "Too of Inquiry for Equitable Schools" (TIES) model. "Classroom Instruction That Works" research-based effectiv |

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| <p>principal and each classroom teacher to discuss individual students' needs & teachers' intervention strategies (A,E)</p> <p>Evaluate/discuss student writing samples 3x per year to guide instruction (A,E)</p> <p>Participation in a BVSD Professional Development Lab Network, including attending the PEBC Writing Seminar, and demonstration lessons. (A,E)</p> <p>Monthly K-5 articulation meetings to examine best practices in writing instruction and sharing of expertise gained in professional conferences (A,E).</p> <p>Continue service delivery model which includes flooding and extra writing support in classrooms and as pull-out (A,E)</p> <p>Publish "Writers' Rag" a schoolwide literary journal to provide an audience and purpose for writers, especially</p> | <p>teachers' professional goals developed</p> <p>Collect data at grade level regarding students' strengths, needs & instructional implications.</p> <p>Implementation of all phases of the lab project & analysis of participating teachers' students progress, using fall/winter/spring samples.</p> <p>"Third Thursday" meetings scheduled and progress documented.</p> <p>Writing CSAP results</p> <p>3 publications each year; improved writing CSAP results</p> | <p>September 2004, January 2005 and April 2005</p> <p>December 2004-April 2005</p> <p>September 2004-May 2005</p> <p>September 2004-May 2005</p> <p>September 2004-May 2005</p> <p>September 2004-May 2005</p> | <p>All classroom teachers with support of literacy teachers</p> <p>8 teachers, grades 1-5, to participate</p> <p>All teachers & principal</p> <p>Lead literacy teacher develops schedule; teachers and literacy tutors implement.</p> <p>All classroom teachers encourage submissions; Writers Rag faculty sponsors lead 4th grade students through</p> | <p>Teacher time during planning time and inservice days (Sept. and Jan.); class time for administration of prompts.</p> <p>BVSD grant of \$4000 for lab network projects; \$1000 from school SRA to supplement.</p> <p>Faculty meeting time; photocopies of journal articles.</p> <p>Struggling Reader dollars (\$10,000), Read to Achieve grant (\$43,000-approval still pending), PTO support for classified staff (\$20,000 if R2A grant approved) and literacy teacher FTE (1.4)</p> <p>Extra duty pay for faculty sponsors; PTO support for copying costs.</p> | <p>strategies, Marzano & Pickerin;</p> <p>Support/training for veteran and new teachers in using the 6Traits rubric and the Writing DC. Grades 2/3 to revise 6Traits rubric for their level.</p> <p>Incorporates numerous "Powerful Professional Design" components cited by Victoria Bernhardt in The School Portfolio Toolkit: A Planning, Implementation, and Evaluation Guide for Continuous School Improvement (2002)</p> <p>Review work of Karen Durica, Jeff Wilhelm, and others.</p> <p>Classified staff (literacy tutors) receive regular training and support from literacy teachers.</p> |
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| <p>reluctant male writers. In addition, 3rd grade classrooms will write and publish a 3rd grade literary newspaper (E).</p> <p>“Arts Alive” family event to showcase students’ writing for the purpose of celebration & creating audience/purpose (A,E).</p> <p>Implement effective instructional strategies specifically designed to meet the unique needs and learning styles of boys (see “Implications” in Section II of 03-04 EOY report for greater detail) (E).</p> <p>Before-school weekly writing class for interested 4th/5th grade students (A,E)</p> <p>Increase teacher time spent writing and increase teachers’ understanding of the writing process through a “Teachers as Writers” study group (A,E).</p> <p>Bring male role models into classes to model writing, share writing and conference with students about</p> | <p>Increase in writing CSAP; increased motivation to write well.</p> <p>Decrease in gap between boys and girls by 5 weighted index points.</p> <p>Increase in writing CSAP for all students; decrease achievement gap</p> <p>Increase in writing CSAP for all students; decrease achievement gap</p> <p>Decrease in achievement gap on writing CSAP</p> | <p>Spring 2005 event</p> <p>August 2004-June 2005</p> <p>September 2004-March 2005</p> <p>June 2004-June 2005</p> <p>August 2004-June 2005</p> | <p>publishing process.</p> <p>Teacher leaders with the support of classroom teachers, gr. 4 -5</p> <p>All teachers have selected 2 classroom strategies; All teachers will support our 2 School strategies and 2 Community strategies.</p> <p>5 teachers and 2 literacy teachers volunteering their time</p> <p>8 teachers are participating</p> <p>Classroom teachers</p> | <p>PTO to provide financial support for student t-shirts and refreshments for the event.</p> <p>Substitute teacher costs; meal costs; staff meeting time (costs paid by Learning Services, school SRA and PTO)</p> <p>Extra duty pay as a small stipend, if possible.</p> <p>Grant received during 03-04 school year used to purchase books; teacher time used after school and during vacation times.</p> <p>Identify fathers who can volunteer their time.</p> | <p>Jeff Wilhelm training (district) for 2 teachers; Deb Pickering training (district) for all teachers; Principal User Group on gender achievement issues (interschool); All-faculty study focus on gender issues with review of professional articles (school).</p> <p>Group is reading “Bird by Bird by Anne LaMott about the craft of writing; One faculty member attended the Colorado Writing Project during July 2004.</p> |
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| <p>writing (E). Incorporate writing into buddy-class activities (A,E)</p> <p>Provide training to parents to increase their effectiveness in their roles as volunteers in the classroom and as homework helpers at home. (A,E)</p> | <p>Increase students' motivation to write.</p> <p>Increase in writing CSAP scores.</p> | <p>September 2004-May 2005</p> <p>Date to be set during 04-05 school year</p> | <p>Classroom teachers</p> <p>Teacher leaders to plan and offer training(s)</p> | <p>Collaborative planning time between teachers</p> <p>Extra duty pay (at curriculum rate) for teachers</p> | |
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| <p>Target Area for Improvement Understanding & Valuing Diversity in a Safe School Community</p> | <p>Rationale Understanding & Valuing Diversity in a Safe School Community</p> |
| <p>School Goal : Organizational During the 2004-2005 school year, parents, students and staff at Douglass Elementary will participate in the creation and promotion of a safe environment in which there is a greater understanding and appreciation of diversity among all individuals within our school, local, national and global communities, as measured by Student, Staff and Parent Snapshot data.</p> <p><u>Related to Diversity:</u> Student snapshot #11: Goal 83% favorable; Student snapshot #14: Goal 90% favorable; Student snapshot #24: Goal 84% favorable; Student snapshot #27: Goal 98% favorable; Student snapshot #41: Goal 95% favorable; Parent snapshot #25: Goal 98% favorable; Parent snapshot #26: maintain; Parent snapshot #28: maintain;</p> <p><u>Related to Safe School:</u> Student snapshot #28: Goal 75% favorable; Student snapshot #32: Goal 70% favorable; Student snapshot #35: Goal 81% favorable; Parent snapshot #3: Goal 98% favorable; Parent snapshot #4: Goal 98% favorable; Parent snapshot #24: maintain;</p> | <p>Baseline Data Understanding & Valuing Diversity in a Safe School Community</p> <p>Complete snapshot statements are available on pages 4 and 5 of Section III of this report</p> <p><u>Related to Diversity:</u> Student snapshot #11: Baseline 78% favorable Student snapshot #14: Baseline 85% favorable Student snapshot #24: Baseline 79% favorable Student snapshot #27: Baseline 95% favorable Student snapshot #41: Baseline 88% favorable Parent snapshot #25: Baseline 95% favorable Parent snapshot #26: Baseline 98% favorable Parent snapshot #28: Baseline 98% favorable</p> <p><u>Related to Safe School:</u> Student snapshot #28: Baseline 67% favorable Student snapshot #32: Baseline 64% favorable Student snapshot #35: Baseline 75% favorable Parent snapshot #3: Baseline 96% favorable Parent snapshot #4: Baseline 98% favorable Parent snapshot #24: Baseline 98% favorable</p> |

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| <p>Continue to implement and revise our character education program by developing:</p> <ul style="list-style-type: none"> -greater awareness among students regarding peaceful conflict resolution -greater awareness of Peace Place, No-Bullying, and Restorative Justice among students & adults; -greater consistency among staff and adult group leaders with regard to responding to bullying incidences; -greater awareness among students and adults of our character assets. -offer "Choices & Changes" sessions to every class, K-5 | <p>Student snapshot #28, 32, 35</p> <p>Parent snapshot #3, 4, 24</p> <p>Analysis of PSRs and Stop-and-Think sheets for methods of repairing harm</p> <p>Teacher-developed survey related to methods of resolution</p> <p>Teacher and student surveys</p> | <p>2004-2005 school year</p> | <p>All staff members</p> | <p>SafeZone grant from SAPP office; additional financial support from PTO for print materials.</p> | <p>Annual Substance Abuse Prevention Project (SAPP) retreat in October 2005;</p> <p>Bev Title ("Teaching Peace" organization) inservice and no-bullying print resources received in January 2004</p> <p>No-Bully Training provided by the district annually for 2 teachers per building.</p> |
| <p>Increase understanding and appreciation of diversity by:</p> <ul style="list-style-type: none"> -Implement World of Difference anti-bias curriculum | <p>Student snapshot #11, 14, 24, 27</p> | <p>2004-2005 school year</p> | <p>All staff members</p> | <p>Training and materials provided by school district;</p> | <p>District training in World of Difference to be provided in February 2005</p> |

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| <p>-Plan and implement at least 3 grade-level or school-wide assemblies, presentations or events which focus on students experiencing different cultures.</p> <p>Implement CRT process in compliance with district policies and procedures; Utilize Pyramid of Interventions for students who are not achieving as expected.</p> | <p>All students participate in at least three events; Student snapshot #41; Parent/staff snapshot #25. Student feedback.</p> <p>CRT meeting notes; special education staffings; Utilize 3-tier model of intervention.</p> | <p>2004-2005 school year</p> | <p>All staff members</p> | <p>PTO provides funds to support enrichment activities (fees for outside groups, guest speakers, etc).</p> | <p>Principal serving on district's CRT committee. Will share changes in policy/procedure with CRT team chairs. Psychologist learning about IDEA reauthorization and will support us with implementation.</p> |
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Documentation of Results: Summarize progress in academic content areas disaggregated by diverse student populations and reported by school and grade level.

- CSAP Goals: Show progress toward achievement goals in reading, writing and math.
- Closing Learning Gaps: Show that student groups below grade level increase more than one year for each year in school.
- Value Added Growth: Show one year's growth in one year's time.

Results documented in Snapshot Survey Data, School Data regarding participation rates.

The purpose is to validate progress on incremental goals and to determine if progress is achieved. If goals are met, review achievements and highlight those actions that made progress possible. If goals are not met, review corrective actions taken at the building level, review constraints, suggest resources/alternatives. Discuss realistic expectations for future goals.

Summary of Activities of the Current-Year School Improvement Team:

Number of school accountability committee members who are:

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|--------------------------------|-----------|---------------|-----------|
| African American | <u>0</u> | | |
| American Indian/Alaskan Native | <u>0</u> | Male | <u>0</u> |
| Asian/Pacific Islander | <u>0</u> | Female | <u>12</u> |
| Latino | <u>0</u> | | |
| White | <u>12</u> | Total: | <u>12</u> |

Number of school accountability members who are:

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| Parents who are not district employees | <u>6</u> | Students | <u>0</u> |
| Parents of Special Education or TAG students | <u>2</u> | Employees | <u>6</u> |
| Community Representatives | <u>0</u> | | |

The school accountability committee will meet 10 times.

Average number in attendance, including guests, for the accountability meeting has been: 18

Signatures to indicate involvement in the school improvement process and agreement with the School Improvement Team:

Principal: _____ Current-Year School Improvement Team Chairperson: _____ Date: 10-13-04