

*From the principal's desk...*

Dear families,

Each year, Boulder Valley School District expects all schools to review student assessment and survey information, evaluate our progress towards our goals, and create new goals to best meet the needs of our students. We have completed this process, and I'm excited to share the work of our school with you all in this month's newsletter.

First, there are some important changes to this goals process this year, some of these changes coming from the Colorado Department of Education (CDE). Later this year, CDE will release School Performance Frameworks for every public school in the state. These framework reports will evaluate schools on their academic performance and growth, and will also assign the type of school improvement plan to undertake that year.

Because of Douglass's high achievement and growth for several years, we will be required to create and publish a Performance Plan. Other schools may be expected to design plans for Improvement, Priority Improvement, or Turn-Around plans, again, based on their recent academic performance and growth.

Another difference this year is that our Performance Plan is a two-year plan. This plan is based on multiple years of data, and is a longer-range plan than in years past. I am grateful for those changes, as I believe they will more clearly meet the needs of our students.

Before I get to the actual goals, I'd like to explain why they are written the way they are. The Reading goal may be the most confusing. On last year's CSAP Reading Assessment, we had seven students that were not proficient. But the more intriguing data was that group of students' growth. Five out of those seven students showed low growth – which, according to CDE, is a growth score of under 35. We would like to see academic growth for all students, whether or not they are proficient in any given year. The Reading goal wants to see all kids demonstrate growth.

We continue to see our boys achieve a lower rate of proficiency and growth than girls, and this is particularly true in writing. Therefore, we have a goal for our boys to increase their growth over the next two years in writing.

We will continue our current Climate goals, based on the spring Student Climate Survey. We saw progress towards our goal last year, but we noticed an additional question where our students' favorable response rate lagged significantly behind the district's overall results. That question is "Other people help if they see someone being bullied."

Here are the three goals for Douglass' 2010-2012 Performance Plan:

**Reading:** In the group of non-proficient readers at Douglass Elementary in 2010, the median student's growth percentile score was 29. In the group of non-proficient readers at Douglass Elementary in 2011, the median student's growth percentile score will be 40. In the group of non-proficient readers at Douglass Elementary in 2012, the median student's growth percentile score will be 50.

**Writing:** Boys at Douglass Elementary will increase their median growth percentile in writing from 58 in 2010 to 60 in 2011. Boys at Douglass Elementary will increase their median growth percentile in writing from 58 in 2010 to 64 in 2012.

**Climate:** Survey results in 2011 will meet or exceed the district favorable response rate on the following questions: 5 (My teachers like me); 12 (I have not been called hurtful names or made fun of); 17 (Adults help if they see someone being bullied); 19 (I have not been bullied at school this

year); and 42 (I feel safe riding the bus to and from school); and 35 Other people help if they see someone being bullied.

In upcoming newsletters, I will update you on the strategies we will employ to meet these goals, as well as our progress towards meeting and exceeding them. Working together as a community of caring teachers and parents, we will see all of our students learning at high levels in a caring school. I look forward to this journey with you all.

Your principal,  
Jon Wolfer