

**PART 3 - REPORT ON EFFECTIVENESS OF ACCOUNTABILITY PROGRAM
2001-02 EVALUATION OF ACCOUNTABILITY FUNDING AND 2002-03
CLARK COUNTY SCHOOL DISTRICT SCHOOL IMPROVEMENT PLAN: ELEMENTARY**

School Improvement Plan for 2002-03		
(4) Areas in Need of Improvement	(5) Evidence of Deficiencies	(6) School Improvement Plan to Address Areas in Need of Improvement
<p><u>ITBS, 2002</u> Grade 4 Reading</p> <p>Language</p> <p>Math</p>	<p><u>ITBS, 2002</u> Grade 4 Reading Composite – Based on the National Percentile Rank, 43% of Students tested scored between 0-50.</p> <p>Language Composite – Based on the National Percentile Rank, 45% of Students tested scored between 0-50.</p> <p>Math Composite – Based on the National Percentile Rank, 40% of Students tested scored between 0-50.</p> <p>Based on National Percentile Rank Grade 3 combine computation scores was 48. Grade 4 combined score was 42 and Grade 5 combined score was 42. Students tested Scored 42 on the ITBS compared to 54 on the 2001 Terra Nova.</p>	<p><u>Reading/Language</u></p> <ul style="list-style-type: none"> • Organize staff development trainings focused on best practice reading instruction, effective reading assessments, and flexible instructional grouping. • Provide formal Project STARS training for all staff members. • Assess all first grade students at the beginning of the year utilizing the DRA. • Provide training in effective group management techniques. • Observation of classroom teachers based on the implementation of best practice reading instruction utilizing flexible instructional grouping. • Assess all students at the completion of the school year and provide the results to their 2003-2004 teachers. • Provide training in Writer’s Workshop and Analytic Traits Assessment. • Coordinate with the middle and high school to provide one on one tutoring for students during school hours. • Purchase quality literature to augment flexible instructional grouping for reading. <p><u>Math</u></p> <ul style="list-style-type: none"> • Coordinate with the middle and high school to provide one on one tutoring for students during school hours. • Provide further training for the effective implementation of an effective 70-minute math lesson. • Purchase manipulatives to augment the implementation of the components of an effective mathematics lesson. • Purchase additional Math textbooks and resources school-wide. • Facilitate grade level articulation of • Provide further training in the use of BAM assessments. • Measure implementation of Math curriculum through supervisory conferences, lesson plans, artifacts, parent letters, grade level long-range plans and grade level scheduling of mathematic materials. <p>TOTAL NUMBER OF PAGES <u> 2 </u></p>