

NORTHEAST REGION
2003-2004 SCHOOL IMPROVEMENT ACTION PLAN
Grant M. Bowler Elementary School
AREA OF FOCUS: Mathematics
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NARRATIVE/TRENDS

As measured by SBAP testing, 10.60 percent of the second grade students assessed in the spring of 2003 scored at or below 60%. This is 6.9 percent higher than those in that category reflected by the 2001-2002 SBAP testing scores. We also noted that 27.30 percent of fourth graders scored at or above 80 percentile on the SBAP, which is an 11.3 percent decrease of students in the fourth grade scoring at or above 80 percentile based on 2002-2003 SBAP scores. While we realize that fluctuation from year to year occurs, we are endeavoring to maintain or increase the number of students scoring at or above 80 percentile, as well as decrease the number of students scoring at or below 60 percentile on the SBAP assessment.

Based on the National Percentile Rank as measured by the ITBS, the combined students in 3rd grade scored 48 percent, combined 4th grade students scored 42 percent, and combined 5th grade students scored 42 percent in the computation area of the test.

STATEMENT OF NEED

BAM is not being used consistently across grade levels for the planning, instruction and assessment of mathematics. Further articulation of Mathematic and BAM objectives is necessary through math in-services, additional math resources and grade level math-oriented collaboration periods. General math resources are in need of refreshment which may include an increase in math manipulatives and updated school-wide math program resources and textbooks.

TARGETED OUTCOME

All teachers will receive training in the use of BAM assessment. Teachers will provide evidence of the use of Math program instructional/curricular objectives which include both content and process standards. In addition, evidence will be compiled through supervisory conferences, lesson plans, artifacts, parent letters, grade level long-range plans and grade level scheduling of mathematic materials so that student mathematic computation and mathematic content instruction is consistent and so that student knowledge of mathematics is increased.

Students will demonstrate knowledge of the mathematic process and vocabulary associated with the instruction of mathematics as demonstrated by formal and informal assessments, antidotal evidence, teacher-generated performance assessments, SBAP, CRT's, and the Iowa Test of Basic Skills. Students scoring at or below 60 percent on the SBAP will decrease by 10 percent. Students scoring at or above 80 percentile on the SBAP will increase by 15 percent. Based on the National Percentile Rank as measured by the ITBS, students in 3rd grade will increase proficiency from 48 to 53 percentile, and students in 4th and 5th grade will increase proficiency from 42 to 48 percentile.

ACTION STEPS	TIMELINE	RESOURCES	ONGOING ASSESSMENT	*CAS
1. Communicate this plan and its implementation components to the staff and other Moapa Valley Schools.	6/10/03	Copies of this plan	Teacher Handbooks, Moapa Valley Cluster Binder.	
2. Share this plan and its components with students, parents and the community.	08/03	None	MV Progress, School Newspaper, Agendas Website	
3. Retrain teachers in the components of BAM.	08/03-10/03	Southern Nevada Regional Trainers or Teacher Experts	Agendas Grade level meetings	

ACTION STEPS	TIMELINE	RESOURCES	ONGOING ASSESSMENT	*CAS
4. Meeting as grade levels, teachers will design assessments, based on the Benchmarks and CEF, to assess student knowledge before and after units of instruction.	08/03–06/04		Assessments and results	
5. Planning and instruction will be focused based on the results of these assessments.	08/03-06/04		Teacher and grade level plans for instruction.	
6. Hold 1X1 conferences with teachers to discuss their assessments, results and their plans for instruction.	09/03		Notes from 1X1 meetings and teachers plans for instruction	
7. Direct grade levels to develop a common mathematics lesson and make arrangements for them to observe each other teaching this lesson as well as providing math-oriented collaboration during grade level meetings	08/03, 12/03, 03/04, Periodic and Ongoing		Written lessons and support documents, Grade Level Agendas, Grade level long-range plans and lesson plans	
8. Provide focused supervision and evaluations related to the implementation of this school improvement plan.	08/03-06/04		Observations, 1X1's, CCF-8's	
9. Invite parents to participate in a math and science night with appropriate activities.	02/04		Agendas, photos and newspaper articles.	

* **CAS** = Completed Action Steps

OUTCOME EVALUATED – 5/06/04

Targeted outcomes met/not met/exceeded and why: