Center Grove Community School Corporation
Center Grove Elementary School
School Improvement Action Plan 2020-2021

Goal	All students will improve their math computational skills within each math standard area.
Benchmarks	A higher percentage (+1%) of students at Center Grove Elementary School will pass the Math ILEARN. (in 2019, **84%** of students passed the ILEARN Math, target = **85%** pass in 2021)
Supporting Data	3rd, 4th and 5th grade MATH passing rates continue to rise overall. However, our SPED scores are not keeping the same pace of growth as our General Education students. Special Education students continue to perform at the lowest levels of any subgroup, with passing MATH rates of **46%**, compared to General education students of **84%**.
Targeted Subgroups	Special Education and Free/Reduced

Instructional Strategies (Teachers will…)	Learning Outcomes (Students will…)
Use Reflex Math in the classroom to support student computational skills.	K - Students will work with Reflex Math for at least 3 x week, beginning in January. 1- Students will participate in Reflex Math. To align with our standard, 100% of our students will do Reflex 3 times a week and 85% of students will master all 242 facts. 2- Students will participate in Reflex Math daily to achieve basic fact fluency. 3 - Students will work with Reflex Math 3 x a week to meet their individual goal. 4 - Students will participate in Reflex Math daily to achieve basic fact fluency. 5 - Students within the TIER 2 instructional level will work with Reflex Math at least 3 x week.
Work daily on a Spiral Review of past Math Essential Learning skills and State of Indiana	

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College and Career Standards.	K - Students will work on a Daily Spiral Review each day, during the Math Workshop time. 1 - Students will engage in Daily Spiral Reviews. Students will review previous standards with a daily review. 2 - Students will complete daily spiral review to practice previously learned skills. 3- Students will work on a Daily Spiral Review each day, during the math block. A quiz will be given on Friday of the spiraling skills. 4 - Students will work on a Daily Spiral Review each day, during the Math Workshop time. A quiz will be given on Friday of the spiraling skills. Students will also complete a weekly spiral review on topics specific to the Essential Learning skills. 5 - Students will work on a Daily Spiral Review each day, during the Math Workshop time. A quiz will be given on Friday of the spiraling skills.
Incorporate Math Journals during the Balanced Math Workshop.	K - Students will complete differentiated math journals at least 2 x week, during the math workshop time. 1- Students will complete Math Journals and solve problems using a variety of computation strategies one time per week. 2 - Students will complete math journals 1-2 times per week to increase understanding of math topics. 3 - Students will journal 2-3 x week to reference vocabulary and skills.

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	4 - Students will journal their learning daily and use the journal as a reference tool. 5 - Students will journal their learning daily and use the journal as a reference tool.
Provide time for students to work in math stations that reinforce grade-level computational skills.	K - Students will complete Math Workshop Hands-on games for computational skills at least 2 x week. 1 - Students will play a math game involving computation strategies one time per week during their station rotation. 2 - Participate in daily math workshop to increase mastery of current skills through math journals, meet with the teacher, math games and technology. Students will also review previously taught lessons within the current topic independently. (MATH math workshop or STACK. 3 - Students will participate in games weekly to increase math fact fluency. 4 - Students will participate in games weekly to increase math fact fluency. 5 - Students will participate in games weekly to increase math fact fluency.
Utilize interactive technology to support computation skills.	K - Students will complete computational technology games at least 2 x week, during the Math Workshop time. 1 - Students will use various math apps daily on their iPads to build computation skills. These apps include IXL, Sushi Monster, Speed Drill, Butterfly Math, Teach Me 1st

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	2 - Students will use various math apps on their IPad daily to increase math computation and fact fluency skills during Math Workshop. 3 - Students will weekly use interactive technology to improve math fact fluency. 4 - Students will use interactive technology to improve math fact fluency with 80% accuracy. 5 - Students will use interactive technology to improve math fact fluency.

Research Supporting Instructional Strategies	Marzano, R.J. & Pickering, D.J. (2001) Classroom Instruction that Works. Alexandria: Association for Supervision and Curriculum Development Marzano, R.J., Heflebower, T., Hoegh, J.K., Warrick, P., & Grift, G. (2016) Collaborative Teams That Transform Schools: The Next Steps in PLCS. Bloomington: Marzano Research Laboratory Dufour, R., DuFour, R., Eaker, R., Many, T., (2017) Learning By Doing. Bloomington: Solution Tree Mattos, M., DuFour, R., DuFour, R., Eaker, R., & Many, T.W. (2016) Frequently Asked Questions About Professional Learning Communities at Work. Bloomington: Solution Tree Aimsworth, L. & Christinson, J. (2006) Five Easy Steps to a Balanced Math Program. Englewood: Lead and Learn Press Marzano, R.J. (2017) The New Art and Science of Teaching. Bloomington: Solution Tree Boushey, G., & Moser, J. (2016) Math Daily 3. Portsmouth: Stenhouse

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Professional Development	
Action	Timeline
PLCs will review and revise unit curriculum, Essential Learnings using a Learning By Doing and Understanding by Design revision process to further align desired results and evidence with desired math and critical thinking skills.	Ongoing through weekly PLC collaboration periods.
PLCs will receive professional development to increase understanding, repertoire, and use of effective formative assessment strategies to generate formative assessment data through the ILEARN assessment	Ongoing during weekly PLC meetings, staff meetings, staff emails, grade-levels and professional development outreach sessions.
Technology professional development will occur to increase teachers' knowledge, understanding, and use of tools to improve math skills.	Ongoing during weekly PLC meetings, staff meetings, staff emails, grade-levels and professional development outreach sessions.
Math collaboration and training will occur to increase teachers' ability to use and model appropriate strategies to analyze and evaluate math computation and problem-solving through constructive response questions.	Ongoing during weekly PLC meetings, staff meetings, staff emails, grade-levels and professional development outreach sessions.
Teachers will support Math eLearning through CANVAS instructional modules. This will be utilized if we should go to a blended or eLearning model during the 2020-2021 school year	Ongoing during weekly PLC meetings, staff meetings, staff emails, grade-levels and professional development outreach sessions.

Monitoring System

Action	Review and Revision
Professional observation/evaluation and feedback	Ongoing
Professional Learning Community data analysis and planning	Weekly
Reflex Math	Weekly

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Guiding Coalition Conversations	Bi-weekly