

# **2016-17 NJSP ES Action Plan**

North Judson-San Pierre Elementary

North Judson-San Pierre School Corp

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## **Overview**

### **Plan Name**

2016-17 NJSP ES Action Plan

### **Plan Description**

This is a summary of the goals, objectives, and activities planned for the 2016-17 school year. Implementation of this plan began in August, 2016 and will continue through May, 2017.

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	NJSP faculty and academic support staff will collect and analyze data from a range of sources, then use that analysis to adapt instruction.	Objectives: 2 Strategies: 2 Activities: 3	Organizational	\$0
2	North Judson-San Pierre Elementary School students will improve academic proficiency across the curriculum.	Objectives: 4 Strategies: 8 Activities: 15	Organizational	\$9700

**Goal 1: NJSP faculty and academic support staff will collect and analyze data from a range of sources, then use that analysis to adapt instruction.**

**Measurable Objective 1:**  
collaborate to learn how to access and assess student data by 05/26/2017 as measured by teacher trainings and collaboration agenda minutes.

**Strategy 1:**  
Professional Development - Teacher trainings will be held in the library once a week between October 27th and December 18th on a topic surveyed by teachers as an area of need.  
Evidence of success: sign in sheet

Activity - Scholastic Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will train on where to find data, how to analyze it, and how to implement strengths and weaknesses found in SMI and SRI data.	Professional Learning	10/27/2015	05/31/2017	\$0	No Funding Required	All teachers, Special Education teachers

Activity - Achieve 3000	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn how to access data and implement strategies in the classroom to aid ISTEP+ prep.	Professional Learning	08/08/2016	01/27/2017	\$0	No Funding Required	Teachers Grades 3-6 and Special Education teachers

**Measurable Objective 2:**  
collaborate to edit BYOC to meet student needs by 05/26/2017 as measured by updated curriculum maps..

**Strategy 1:**  
Grade Level Collaboration - Teachers will collaborate to review data and revise BYOC.  
Research Cited: Best Practices  
Evidence of success: Student data, BYOC, lesson plans

Activity - BYOC Revisions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will revise BYOC based on current data and professional development. The principal will review and approve changes and updates.	Policy and Process	08/31/2015	05/26/2017	\$0	No Funding Required	Faculty, principal

## Goal 2: North Judson-San Pierre Elementary School students will improve academic proficiency across the curriculum.

### Measurable Objective 1:

increase student growth in reading skills by an average of 20 points for students in kindergarten and first grades by 05/26/2017 as measured by Scholastic Reading Inventory Foundational Reading Assessment.

### Strategy 1:

Implementation of Technology Programs (primary) - Teachers in kindergarten and first grades will use Headsprout, RAZ-Kids, and Reading A-Z with fidelity.  
Research Cited: Marzano's Nine Essential Instructional Strategies, Differentiation Strategies

Evidence of success: Receipt of license for 2016-17 school year, log of trainees to webinar, log of usage of programs, Rtl lab schedule

Activity - Training on Learning A-Z programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Headsprout, RAZ-Kids, and Reading A-Z licenses are purchased for use by all kindergarten and first grade students. A webinar will be held at the beginning of the year to train K-1 faculty on RAZ-Kids and Reading A-Z. Collaboration will occur during the year between teachers who used Headsprout during the 2015-16 school year and those new to the program.	Professional Learning	08/01/2016	05/26/2017	\$2100	Title I Part A	Learning A-Z presenters, K-1 faculty, Title I staff
Activity - Usage of Learning A-Z programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students use Headsprout, RAZ-Kids, and Reading A-Z	Academic Support Program, Direct Instruction	08/04/2016	05/26/2017	\$0	No Funding Required	Faculty

### (shared) Strategy 2:

Improve Knowledge of Reading Strategies - A subscription to Smekens Online Videos will be purchased. Teachers will be provided links to view videos of teaching reading comprehension matched to their grade and/or subject area.

### Research Cited: Smekens

Evidence of success: Monthly logs of teacher usage, principal observations of improved instruction, collaboration minutes

Activity - Improve Knowledge of Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers view Smekens training videos regarding reading instruction on an on-going basis	Professional Learning	04/01/2016	04/01/2017	\$1100	Title I Part A	Faculty, principal, Title I staff
<b>Activity - Collaboration</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Grade-level teachers discuss ideas from Smekens video library and determine grade-level implementation of at least one strategy.	Professional Learning	08/01/2016	04/01/2017	\$0	No Funding Required	Faculty, principal

**Measurable Objective 2:**

increase student growth in reading comprehension by an average of 5 percent for students in second through sixth grades (varies by grade) by 05/26/2017 as measured by Scholastic Reading Inventory.

**(shared) Strategy 1:**

Improve Knowledge of Reading Strategies - A subscription to Smekens Online Videos will be purchased. Teachers will be provided links to view videos of teaching reading comprehension matched to their grade and/or subject area.

**Research Cited:** Smekens

Evidence of success: Monthly logs of teacher usage, principal observations of improved instruction, collaboration minutes

Teachers view Smekens training videos regarding reading instruction on an on-going basis	Professional Learning	04/01/2016	04/01/2017	\$1100	Title I Part A	Faculty, principal, Title I staff
<b>Activity - Improve Knowledge of Reading Strategies</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers view Smekens training videos regarding reading instruction on an on-going basis	Professional Learning	04/01/2016	04/01/2017	\$1100	Title I Part A	Faculty, principal, Title I staff
<b>Activity - Collaboration</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Grade-level teachers discuss ideas from Smekens video library and determine grade-level implementation of at least one strategy.	Professional Learning	08/01/2016	04/01/2017	\$0	No Funding Required	Faculty, principal

**Strategy 2:**

Implementation of Technology Programs (intermediate) - Teachers in grades 2-6 will use Reading A-Z with fidelity for both small group and whole class (via projector) direct instruction. Those teachers will also use Achieve3000 for whole group instruction via the projector, while 2nd, 3rd, 4th, and 6th grade students will use classroom devices, scheduled time in the RtI lab, and access outside the school to work at their own level.

**Research Cited:** Marzano's Nine Essential Instructional Strategies, Differentiation Strategies

Evidence of success: Receipt of license for 2016-17 school year, log of trainees to onsite trainings, log of usage of programs, RtI lab schedule

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Activity - Training on Learning A-Z programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RAZ-Kids licenses are purchased for 2nd, 3rd & 4th grade teachers; Reading A-Z licenses are purchased for use by most 2nd-3rd grade faculty. A webinar will be held at the beginning of the year to train faculty on RAZ-Kids and Reading A-Z. Collaboration will occur during the year between teachers who used the programs during the 2015-16 school year and those new to the program.	Professional Learning	08/01/2016	05/26/2017	\$1500	Title I Part A	Faculty, principal, Title I staff

Activity - Training on Achieve3000	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two on-site days will train new faculty in grades 3, 4, & 6 on Achieve3000 and inform returning faculty of updates to the program. This was included in the purchase of the program.	Professional Learning	09/08/2016	11/30/2016	\$0	No Funding Required	Faculty, principal, Title I Staff

Activity - Usage of Technology Programs (intermediate)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students use RAZ-Kids and Achieve3000 at their instructional level, monitored by teachers. Teachers use Reading A-Z and Achieve3000 for small group and/or whole class instruction. Principal will observe teacher usage of the programs.	Academic Support Program, Direct Instruction	08/03/2016	05/26/2017	\$0	No Funding Required	Faculty, principal, Title I staff

**Measurable Objective 3:**

demonstrate student proficiency (pass rate) over 90% in reading by 06/16/2017 as measured by IREAD-3.

**Strategy 1:**

Reading RtI - Reading RtI, a 30-minute block, will be provided for all K-3 students outside the 90-minute reading block. During this block, all students will work on reading skills at their level.

Research Cited: Small group, differentiation, Marzano

Evidence of success: Daily schedule, lesson plans, progress monitoring data

Activity - RtI Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 & Tier 3 students are scheduled into small groups with a teacher-student ratio of 1:5 or fewer. Tier 1 students are scheduled into groups averaging a teacher-student ratio of 1:15 or fewer. Students receive direct instruction and support on reading skills at their level four days per week. This is outside the daily 90-minute reading block.	Academic Support Program, Direct Instruction	08/22/2016	04/28/2017	\$0	No Funding Required	Faculty, Title I staff

**Measurable Objective 4:**

demonstrate student proficiency (pass rate) in mathematics by 05/26/2017 as measured by Scholastic Math Inventory.



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**Strategy 1:**

Focus on Mathematics Process standards - Faculty will be trained in the state's Mathematics Process Standards. Following that, teachers will determine specific process standards to integrate with weekly lessons and students will complete increased work on the processes of mathematics.

Research Cited: ISTEP+ data indicating concern with math process skills

Evidence of success: PD training logs, BYOC (mapped curriculum), principal observations

Activity - Teacher Training on Process Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-6 faculty will receive onsite training on the process standards and suggestions to integrate into lessons.	Professional Learning	09/19/2016	05/01/2017	\$0	No Funding Required	Trainer, Title I faculty, Title I staff, principal

**Activity - Implementation of Process Standards Instruction**

Teachers will determine specific process standards to integrate with weekly lessons and include these in the school's mapped curriculum in BYOC. Students will apply the process standards to increase their understanding of mathematics concepts.

Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Direct Instruction	08/01/2016	05/26/2017	\$0	No Funding Required	Faculty, Title I staff

**Strategy 2:**

IXL - Teachers will assign specific lessons in IXL for students to work independently and gain proficiency.

Research Cited: Differentiation, Marzano

Evidence of success: lesson plans, improved mathematics scores, IXL reports

Activity - IXL Purchase & Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An IXL site license is purchased for the school. Teachers receive webinar training on IXL prior to the beginning of the school year.	Professional Learning, Academic Support Program	08/02/2016	08/03/2016	\$5000	Title I Part A	Faculty, principal, Title I staff

**Activity - IXL Implementation**

Teachers will teach lessons, then assign lessons in IXL (both on- and off-grade-level). Students will work to proficiency. Principal observations and monitoring of IXL data will insure fidelity.

Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic Support Program, Direct Instruction	08/03/2016	05/26/2017	\$0	No Funding Required	Faculty, principal, Title I staff

**Strategy 3:**

Mathematics RtI - Mathematics RtI, a 30-minute block, will be provided for all 4th-6th students outside the instructional math period. During this block, all students will

work on math skills at their level.

Research Cited: Differentiation, Marzano

Evidence of success: Daily schedule, lesson plans, progress monitoring data, improved scores in IXL and SMI

Activity - Mathematics RtI Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 & Tier 3 students are scheduled into small groups with a teacher-student ratio of 1:5 or fewer. Tier 1 students are scheduled into groups averaging a teacher-student ratio of 1:15 or fewer. Students receive direct instruction and support on mathematics skills at their level four days per week. This is outside the daily math period.	Academic Support Program, Direct Instruction	08/22/2016	04/28/2017	\$0	No Funding Required	Faculty, principal, Title I staff

**Strategy 4:**

Engage - Teachers will review the Engage math curriculum, including collaboration with colleagues, to prepare for implementation during the 2017-18 school year.  
Evidence of success: The Engage math curriculum downloads are completed for K-6. Collaboration minutes January-May reflect faculty preparation for implementation.

Activity - Download	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A teacher at each grade level K-6 will download the EngageNY math curriculum and put it into a shared document where it can be accessed by everyone at the grade level.	Technology	11/01/2016	11/22/2016	\$0	No Funding Required	One staff member from each grade level

Activity - Preparation for Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review the EngageNY math curriculum and strategies. They will then merge the units into North Judson-San Pierre's mapped curriculum.	Professional Learning	11/28/2016	05/26/2017	\$0	No Funding Required	K-6 faculty

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Achieve 3000	Teachers will learn how to access data and implement strategies in the classroom to aid ISTEP+ prep.	Professional Learning	08/08/2016	01/27/2017	\$0	Teachers Grades 3-6 and Special Education teachers
RtI Groups	Tier 2 & Tier 3 students are scheduled into small groups with a teacher-student ratio of 1:5 or fewer. Tier 1 students are scheduled into groups averaging a teacher-student ratio of 1:15 or fewer. Students receive direct instruction and support on reading skills at their level four days per week. This is outside the daily 90-minute reading block.	Academic Support Program, Direct Instruction	08/22/2016	04/28/2017	\$0	Faculty, Title I staff
Teacher Training on Process Standards	K-6 faculty will receive onsite training on the process standards and suggestions to integrate into lessons.	Professional Learning	09/19/2016	05/01/2017	\$0	Trainer, faculty, Title I staff, principal
Collaboration	Grade-level teachers discuss ideas from Smekens video library and determine grade-level implementation of at least one strategy.	Professional Learning	08/01/2016	04/01/2017	\$0	Faculty, principal
Preparation for Instruction	Teachers will review the EngageNY math curriculum and strategies. They will then merge the units into North Judson-San Pierre's mapped curriculum.	Professional Learning	11/28/2016	05/26/2017	\$0	K-6 faculty
Download	A teacher at each grade level K-6 will download the EngageNY math curriculum and put it into a shared document where it can be accessed by everyone at the grade level.	Technology	11/01/2016	11/22/2016	\$0	One staff member from each grade level
Usage of Learning A-Z programs	Students use Headsprout, RAZ-Kids, and Reading A-Z	Academic Support Program, Direct Instruction	08/04/2016	05/26/2017	\$0	Faculty
Usage of Technology Programs (intermediate)	Students use RAZ-Kids and Achieve3000 at their instructional level, monitored by teachers. Teachers use Reading A-Z and Achieve3000 for small group and/or whole class instruction. Principal will observe teacher usage of the programs.	Academic Support Program, Direct Instruction	08/03/2016	05/26/2017	\$0	Faculty, principal, Title I staff

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Training on Achieve3000	Two on-site days will train new faculty in grades 3, 4, & 6 on Achieve3000 and inform returning faculty of updates to the program. This was included in the purchase of the program.	Professional Learning	09/08/2016	11/30/2016	\$0	Faculty, principal, Title I Staff
IXL Implementation	Teachers will teach lessons, then assign lessons in IXL (both on- and off-grade-level). Students will work to proficiency. Principal observations and monitoring of IXL data will insure fidelity.	Academic Support Program, Direct Instruction	08/03/2016	05/26/2017	\$0	Faculty, principal, Title I staff
Implementation of Process Standards Instruction	Teachers will determine specific process standards to integrate with weekly lessons and include these in the school's mapped curriculum in BYOC. Students will apply the process standards to increase their understanding of mathematics concepts.	Direct Instruction	08/01/2016	05/26/2017	\$0	Faculty, Title I staff
Mathematics RtI Groups	Tier 2 & Tier 3 students are scheduled into small groups with a teacher-student ratio of 1:5 or fewer. Tier 1 students are scheduled into groups averaging a teacher-student ratio of 1:15 or fewer. Students receive direct instruction and support on mathematics skills at their level four days per week. This is outside the daily math period.	Academic Support Program, Direct Instruction	08/22/2016	04/28/2017	\$0	Faculty, principal, Title I staff
BYOC Revisions	Teachers will revise BYOC based on current data and professional development. The principal will review and approve changes and updates.	Policy and Process	08/31/2015	05/26/2017	\$0	Faculty, principal
Scholastic Data	Teachers will train on where to find data, how to analyze it, and how to implement strengths and weaknesses found in SMI and SRI data.	Professional Learning	10/27/2015	05/31/2017	\$0	All teachers, Special Education teachers
<b>Total</b>					\$0	

**Title I Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
IXL Purchase & Training	An IXL site license is purchased for the school. Teachers receive webinar training on IXL prior to the beginning of the school year.	Professional Learning, Academic Support Program	08/02/2016	08/03/2016	\$5000	Faculty, principal, Title I staff
Training on Learning A-Z programs	Headsprout, RAZ-Kids, and Reading A-Z licenses are purchased for use by all kindergarten and first grade students. A webinar will be held at the beginning of the year to train K-1 faculty on RAZ-Kids and Reading A-Z. Collaboration will occur during the year between teachers who used Headsprout during the 2015-16 school year and those new to the program.	Professional Learning	08/01/2016	05/26/2017	\$2100	Learning A-Z presenters, K-1 faculty, Title I staff

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Training on Learning A-Z programs	RAZ-Kids licenses are purchased for 2nd, 3rd & 4th grade teachers; Reading A-Z licenses are purchased for use by most 2nd-3rd grade faculty. A webinar will be held at the beginning of the year to train faculty on RAZ-Kids and Reading A-Z. Collaboration will occur during the year between teachers who used the programs during the 2015-16 school year and those new to the program.	Professional Learning	08/01/2016	05/26/2017	\$1500	Faculty, principal, staff
Improve Knowledge of Reading Strategies	Teachers view Smekens training videos regarding reading instruction on an on-going basis	Professional Learning	04/01/2016	04/01/2017	\$1100	Faculty, principal, staff
<b>Total</b>					<b>\$9700</b>	