

ELA ACTION PLAN

MIDDLE SCHOOL EAST

BASD 2019-20

DISTRICT VISION: To foster a learning community that enables all students to succeed in a changing world

DISTRICT MISSION: For all students to be future ready by meeting or exceeding established goals, the Boyertown Area School District will implement coordinated, articulated curricula and provide personalized, planned instruction aligned with Pennsylvania academic standards.

DISTRICT GOALS:

- To ensure responsible and data-informed use of resources.
- To provide a positive, safe, and healthy learning environment.
- To foster open communication, active involvement, and purposeful collaboration among all members of the BASD learning community.
- To offer research-based, personalized, and growth-oriented learning opportunities for all members of the BASD learning community.

DIRECTIONS:

Each building team will develop their own ELA action plan based on a review of pertinent data and opportunities for growth. After a collaborative review of data and student expectations as articulated in the standards, teams should identify an **ELA BUILDING TARGET**.

Next, relevant **STRATEGIES and ACTION ITEMS** can be identified at each grade level. **METRICS OF SUCCESS** will need to be identified to measure ongoing progress. These metrics may include formative, summative, qualitative, and quantitative measures. (feel free to add additional strategy/action items sections below if needed)

Progress monitoring of our work is critical. The final step of the action plan will be to identify **TRIMESTER or QUARTERLY TARGETS** to measure growth throughout the year toward the **ELA BUILDING TARGET**.

ELA BUILDING TARGET: To strengthen skills across grade levels and content areas related to text-dependent analysis

STRATEGY/ACTION ITEM:	METRICS OF SUCCESS	TRIMESTER/QUARTER TARGETS		
<p>All Grades:</p> <ul style="list-style-type: none"> • Explanation of foundational skills needed to write an effective TDA • Develop knowledge of instructional strategies that support evidence-based thinking • Identify expectations across grade levels and content areas 	<ul style="list-style-type: none"> • Development of a common understanding of what a TDA is and the skills needed for students to be successful with this task. across the building • Each grade level will be able to identify standards-aligned skills at their grade level and/or within their content area that provide a foundation of support for students' success with TDAs. • A continuum of these skills and common vocabulary will be re-introduced and reinforced 	<p>T1 Review the common language of TDA through team meetings with the support of the instructional coach, as we continue to implement TDA skill based activities (i.e: analyze a picture, close reading etc.)</p>	<p>T2 Consistent reinforcement by teachers of student expectations for evidence based thinking and TDA activities Common instructional language used.</p>	<p>T3 Embedded instructional practices across grade levels and content areas to support evidence-based thinking strategies.</p>
PROFESSIONAL LEARNING NEEDED:				
<p>General review of what a TDA is and what it is asking students to do (instructional coach) Review and update the common language sheet (SCOPE) (ELA teachers/instructional coach) Exploration of/use of resources from PDE TDA toolkit PLC work with instructional coaches Continued creation and updating of content area TDA skills based activities</p>				

DATA/RESULTS:
<p>First Trimester: Meetings with Mrs. Howard: Discussion and reflection on existing activities, possible updates etc. Plan for co-taught activities. Additional ideas shared. E-mail to clarify sent 11/21. Reference document created to assist teachers with planning for reading/writing activities.</p> <p>Second Trimester: Continued discussion and reflection on activities used. Adjustments made for future. Reference document created to assist teachers with planning for reading/writing activities continues to be utilized. Review of common language sheet ongoing. PDE TDA toolkit has been explored. Some new materials being incorporated. Continued work with Mrs. Howard, instructional coach.</p>

STRATEGY/ACTION ITEM:	METRICS OF SUCCESS	TRIMESTER TARGETS		
<p><u>In ELA:</u></p> <ul style="list-style-type: none"> Teachers will develop informational TDA prompts for each grade level based on current instructional methods (ie: Thompson Model) Strategic instruction on the methods of dissecting a TDA prompt 	<ul style="list-style-type: none"> Creation of TDA prompts to be used within ELA and content area classes Student application of dissection methods on TDA prompts 	<p><u>T1</u> Review the Thompson Model with ELA teachers during collaboration periods</p>	<p><u>T2</u> Review and revise current TDAs</p>	<p><u>T3</u> Create additional TDA prompts</p>
PROFESSIONAL LEARNING NEEDED:				
<ul style="list-style-type: none"> Coach will meet with grade level ELA teams to review ideas and methods of breaking down a TDA prompt PLC work around creating a TDA prompt 				

DATA/RESULTS:
<p>First Trimester:</p> <p>Meetings with Mrs. Howard: Discussion of TDA, what we've learned and where we are headed. Review of TDA unpack the command lesson and for 6/7 "booking" co-taught/model lessons. 9/17/19 – 8th grade; 9/18/19, 10/10/19– 6th grade; 9/20/19 – 7th grade Mrs. Howard co-taught/model lesson for unpack the command: 9/30, 10/1, 10/2, 10/4 – 7 th grade; 10/21, 10/24, 11/1 – 6 th grade</p> <p>6th grade samples: Identify a character trait of the main character and analyze how that character trait contributed to his or her successes. Use text evidence to support your claim. We are using the same graphic organizer 7 th grade is using as well as RACES. Additionally, we are using Progressions Model to confer with students about TDAs.</p> <p>7th grade samples: Graphic Organizers created - document shared with all</p> <p>Second Trimester:</p> <p>6th grade - TDA for T2 was revised FROM: "Dalia's Dilemma" and "Eric's Essay" both develop the same theme. Identify the theme these stories share. Use evidence from the stories to support your answer.</p>

TO: “Dalia’s Dilemma” and “Eric’s Essay” address a similar theme. Write an essay analyzing how each passage develops this theme. Use evidence from both texts to support your response.

7th grade - Revised non-fiction prompts to align to TDA anatomy. All prompts are posted in a shared document on Google Drive. The TDA on the non-fiction benchmark assessment was also revised to align to best practices. Students continue drafting using the graphic organizers with organizational structure, transitions and stems but are slowly being encouraged to create their own as part of the writing process.

8th grade - Added more skills to the 2nd TDA assignment. Students are required to have transitions within paragraphs, context to set up each quote, properly cited quotes, and transitions at the end of paragraphs.