

ELA ACTION PLAN

COLEBROOKDALE ELEMENTARY SCHOOL

BASD 2019

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

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 (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 BUILDING TARGET.**

ELA BUILDING TARGET: To increase reading proficiency, teachers will purposefully differentiate instruction through a balanced literacy/workshop approach.

STRATEGY/ACTION ITEM:	METRICS OF SUCCESS	TRIMESTER/QUARTER TARGETS		
<p>All Grades:</p> <ul style="list-style-type: none"> Establishing individual student goals through conferring Implement strategy/guided groups based upon student needs 	<ul style="list-style-type: none"> Teachers will use summative and formative assessment results to guide instructional goals <ul style="list-style-type: none"> IRLA (K-2) F & P (3-5) CDT (3-5) Implementation of the Richardson Rise Framework to guide short-term, targeted instruction in reading, writing, comprehension and word study. (Gr 1-5) 	<p>Baseline</p> <p>IRLA</p> <p>K 59%</p> <p>1 46%</p> <p>2 55%</p> <p>F/P</p> <p>3 76%</p> <p>4 81%</p> <p>5 76%</p> <p>CDT</p> <p>3 21%</p> <p>4 26%</p> <p>5 33%</p>	<p>MidYear</p> <p>IRLA</p> <p>K 90%</p> <p>1 46%</p> <p>2 63%</p> <p>Growth 1 level 2</p> <p>3 30% 70%</p> <p>4 41% 44%</p> <p>5 84% 44%</p> <p>CDT +80</p> <p>Gr. 3 48% G-50%</p> <p>Gr. 4 67% G-63%</p> <p>Gr. 5 47% G-44%</p>	<p>Endof-Year</p>
PROFESSIONAL LEARNING NEEDED:				
<ul style="list-style-type: none"> PLC work with instructional coaches and reading specialists Exploration of/use of resources from SAS/CDT – During monthly PLC’s Optional book study with Jen Serravallo’s <u>Reading Conferences</u> (Grade 4 – Independent Project w/ Coach Support) 				

ELA BUILDING TARGET: To purposefully strengthen skills across all grade levels related to text-dependent analysis

STRATEGY/ACTION ITEM:	METRICS OF SUCCESS	TRIMESTER/QUARTER TARGETS		
<p>All Grades</p> <ul style="list-style-type: none"> • Exploration of gradelevel standards to identify key foundational skills needed to write an effective TDA • Develop knowledge of instructional strategies that support evidence based thinking • Identify expectations across grade levels using consistent language 	<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. • Each grade level will be able to identify standards-aligned ELA skills at their grade level that are needed to provide a foundation of support for students' success with TDAs. • A continuum of these skills and common vocabulary will be developed K-5 and prioritized in instructional practices. 	<p>Baseline</p> <p>Complete District Training: August 22 September 25</p>	<p>MidYear</p> <p>PLC discussion with ALL grade levels - Sharing of instructional strategies to support evidence based thinking. See document</p>	<p>Endof-Year</p>
PROFESSIONAL LEARNING NEEDED:				
<p>Exploration of/use of resources from PDE TDA toolkit PLC work with instructional coaches Standards-aligned close listening/reading strategies</p>				

STRATEGY/ACTION ITEM:	METRICS OF SUCCESS	TRIMESTER/QUARTER TARGETS		
<p>Grades 4-5</p> <p>ALL Action Items Above and:</p> <ul style="list-style-type: none"> • Utilize stems to promote focused writing and student dialogue. • Identify rigorous Text Dependent Analysis passages and questions • Teachers in grades 4 and 5 will identify a bank of at least 4 rigorous TDA passages and questions to use for instructional purposes 	<ul style="list-style-type: none"> • Pre-assessment (Item Sampler) of students' ability to craft a TDA before in depth instruction • Mid-year TDA assessment (Item Sampler) to measure growth • EOY TDA assessment (Item Sampler) to measure growth 	<p>Baseline</p> <p>Completed district training: August 22 September 25</p> <p>Baseline Proficiency: Grade 4 0%</p>	<p>MidYear</p> <p>TDA prompts from SAS being used in grades 4 and 5 for instructional purposes</p> <p>Grade 4 5% 7% @ 2</p>	<p>Endof-Year</p>

<ul style="list-style-type: none"> • Strategic introduction and use of the Jolly Rancher graphic organizer to support the TDA process 		Grade 5 10%	Grade 5 54%	
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PROFESSIONAL LEARNING NEEDED:

District Training - Aug. 22 and Sept. 25 Collaborative scoring of TDA	PLC time for discussion across grade levels
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