

ELA ACTION PLAN

SCHOOL
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**.

NHUF ELA BUILDING TARGET: *To meet the specific needs of all students in order to help them grow as readers and writers*

STRATEGY/ACTION ITEM:	METRICS OF SUCCESS	BASELINE DATA COLLECTION	MID YEAR GROWTH TARGETS	END-OF-YEAR GROWTH TARGETS
<p>Primary Grades (K-2):</p> <ul style="list-style-type: none"> • Purposeful differentiation of instruction through a balanced literacy/workshop approach • Integrate small group instruction to target student needs (including strategy groups, guided reading, etc.) • Conferring to support student needs and target growth 	<p>Growth in reading level as measured by the Independent Reading Level Assessment (IRLA)</p>	<p>Reading level data collected for each student at the start of the year in order to monitor growth</p>	<p>All students will demonstrate a half year's growth in reading level</p>	<p>All students will demonstrate a year of growth in reading level</p>
		METRICS REPORT		
		<p>Baseline:</p> <p>The reading level of all students in grades 1-2 have been collected.</p>	<p>Mid Year Data:</p> <p>Percentage of students who grew half a year.</p> <p>1st Grade - 90% of students who have data available.</p> <p>2nd Grade - 90%</p>	<p>End of Year Data:</p>
<p>Intermediate Grades (Gr. 3-5):</p> <ul style="list-style-type: none"> • Integrate small group instruction to target student needs (including strategy groups, guided reading, etc.) • Conferring to support student needs and target growth 	<p>Growth in reading level as measured by the Fountas and Pinnell Benchmark Assessment (F&P)</p>	<p>Reading level data collected for each student at the start of the year in order to monitor growth</p>	<p>All students will demonstrate a half year's growth in reading level</p>	<p>All students will demonstrate a year of growth in reading level</p>
		METRICS REPORT		
		Baseline:	Mid Year Data:	End of Year Data:

		The reading level of all students has been collected.	Percentage of students who grew half a year. 3rd Grade - 89% 4th Grade - 93% 5th Grade - 93%	
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PROFESSIONAL LEARNING COMPONENTS:

Embedded use of Professional Learning Communities (PLCs) and/or Common Planning Time
Grade level meetings throughout the year
Cross grade level collaboration
Collaboration with reading specialists/interventionists
Individualized work with district instructional coaches
Focused professional learning on district inservice days and early dismissals