

ELA ACTION PLAN

Washington Elementary 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**.

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

STRATEGY/ACTION ITEM:	METRICS OF SUCCESS	TRIMESTER/QUARTER TARGETS																														
<p>What will we do to achieve the target? What steps will we take to achieve the target?</p> <ol style="list-style-type: none"> Teachers will explore grade-level standards to identify key foundational skills needed to prepare to write an effective Text Dependent Analysis (TDA). Teachers will develop knowledge of instructional strategies that support evidence-based thinking. Teachers will identify expectations for skill development across grade levels to support students' ability to write an effective Text Dependent Analysis (TDA). 	<p>How will we know we are making progress or have accomplished the strategy or action item?</p> <ol style="list-style-type: none"> M#1: Teachers will develop a common understanding of TDA.. M#2: Teachers will develop an understanding of the skills students need to be successful with TDA on Grade 4 and 5 ELA PSSA. M#3: Teachers will be able to identify standards-aligned ELA skills at their grade level that are needed to provide the foundation for student success with TDA. M#4: Teachers will create a K-5 continuum of these skills and common academic vocabulary to be used across K-5 and prioritized in instructional practices. M#5: Teachers will develop an understanding of the "Jolly Rancher" graphic organizer and utilize with students as appropriate. M#6: Teachers will develop a K-5 plan and pacing of instructional strategies to support students' development of TDA skills. (Full implementation 2020-21) <p>Classroom Look-fors:</p> <ul style="list-style-type: none"> Use of stems to promote focused writing and student dialogue 	<table border="1" data-bbox="1247 342 1948 932"> <thead> <tr> <th data-bbox="1247 342 1421 449">Metric</th> <th data-bbox="1421 342 1598 449">Trimester 1</th> <th data-bbox="1598 342 1772 449">Trimester 2</th> <th data-bbox="1772 342 1948 449">Trimester 3</th> </tr> </thead> <tbody> <tr> <td data-bbox="1247 449 1421 557">M#1</td> <td data-bbox="1421 449 1598 557">Completed **</td> <td data-bbox="1598 449 1772 557"></td> <td data-bbox="1772 449 1948 557"></td> </tr> <tr> <td data-bbox="1247 557 1421 664">M#2</td> <td data-bbox="1421 557 1598 664">Completed **</td> <td data-bbox="1598 557 1772 664"></td> <td data-bbox="1772 557 1948 664"></td> </tr> <tr> <td data-bbox="1247 664 1421 771">M#3</td> <td data-bbox="1421 664 1598 771">Started</td> <td data-bbox="1598 664 1772 771">Ongoing</td> <td data-bbox="1772 664 1948 771">Completed</td> </tr> <tr> <td data-bbox="1247 771 1421 878">M#4</td> <td data-bbox="1421 771 1598 878">Started</td> <td data-bbox="1598 771 1772 878">Ongoing</td> <td data-bbox="1772 771 1948 878">Completed</td> </tr> <tr> <td data-bbox="1247 878 1421 985">M#5</td> <td data-bbox="1421 878 1598 985">Started</td> <td data-bbox="1598 878 1772 985">Ongoing</td> <td data-bbox="1772 878 1948 985">Completed</td> </tr> <tr> <td data-bbox="1247 985 1421 1092">M#6</td> <td data-bbox="1421 985 1598 1092"></td> <td data-bbox="1598 985 1772 1092">Started</td> <td data-bbox="1772 985 1948 1092">Completed</td> </tr> </tbody> </table> <p data-bbox="1247 967 1665 1045">Yellow: On pace (Updated 3/3/20) **: Target Completed</p>			Metric	Trimester 1	Trimester 2	Trimester 3	M#1	Completed **			M#2	Completed **			M#3	Started	Ongoing	Completed	M#4	Started	Ongoing	Completed	M#5	Started	Ongoing	Completed	M#6		Started	Completed
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- Use of tools to support evidence-based thinking and rigorous TDA passages and questions
- Use of academic vocabulary to support TDA
- Use of the Jolly Rancher graphic organizer to support all students' understanding and application of the TDA process
- Use of pre-assessment to ascertain students' ability to craft a TDA (Grade 4 and 5)
- Use of post-assessment to measure students' growth in writing a TDA (Grade 4 and 5)

PROFESSIONAL LEARNING NEEDED:

PD Needed

Understanding of TDA

Cross Grade Level Time

Exploration of Grade Level standards and functional skills to support TDA and evidence-based thinking

Development of K-5 Continuum of TDA skills

Development of TDA benchmark assessments

When

Inservice Days

ED Days

PLC Time

Grade level Meeting Time