

*Lalita Waites, EdS*  
INSTRUCTIONAL LEADER

ELA Plan



TELL ME AND I FORGET  
TEACH ME AND I REMEMBER  
**INVOLVE ME**

**AND I LEARN**

Benjamin Franklin



# Conclusions based on the 3-year trend for each domain

---

- In my analysis, I noticed trends in performance on various domains across the various assessments that spanned three years. I also noticed consistent improvements in both Rockdale County and Conyers Middle School, although with some fluctuations. Additionally, I saw Teacher B's consistent high performance across assessments, contrasting with the more variable performance of Teacher A and Teacher C. It is evident that certain domains consistently lag behind others, highlighting areas warranting targeted intervention and support for both teachers and students. My evaluation highlights the significance of ongoing monitoring, precise interventions, and professional development to ensure students' academic success as well as uniformity in all ELA classrooms.
- In the area of teacher performance, Teacher B consistently outperforms other teachers across assessments and domains. Teacher A generally performs lower compared to Teacher B but shows some improvements over time. Teacher C's performance varies but generally remains in the middle range.
- In comparison with the overall district, Rockdale County, to Conyers Middle School, Rockdale County's performance is relatively consistent across assessments, with slight fluctuations. Conyers Middle School's performance tends to be slightly higher and more consistent. Both, the district and Conyers Middle show improvement in some domains over time, but there are fluctuations in others.

# Assessment Profile –ELA Scenario

---

- To develop a targeted plan addressing the top low-performing standards for Conyers Middle School, we first need to identify these standards. Then, we can outline a comprehensive approach that includes professional learning for teachers and the identification of necessary resources. Let's proceed:

## 1. Identification of Top Low-Performing Standards:

- Based on the provided data, I have identified the top low-performing standards for Conyers Middle School:
  - 1. LA.8.ELAGSE8RI6
  - 2. LA.8.ELAGSE8RI1
  - 3. LA.8.ELAGSE8RI5
  - 4. LA.8.ELAGSE8L1.b
  - 5. LA.8.ELAGSE8L1.d
  - 6. LA.8.ELAGSE8RI3

# Assessment Profile –ELA Scenario

---

## 2. Plan to Address Low-Performing Standards:

### A. Targeted Intervention and Instructional Support:

- Professional Development Workshops:
  - - Conduct workshops focusing on effective Tier 1 strategies for teaching reading informational texts (LA.8.ELAGSE8RI6) and integrating research skills (LA.8.ELAGSE8RI1 and LA.8.ELAGSE8RI3) into the curriculum.
  - - Provide training on how to scaffold instruction and differentiate learning activities to support diverse student needs.
- Curriculum Alignment:
  - - Ensure curriculum materials and assessments align with the identified standards.
  - - Develop or adapt instructional resources, including texts, articles, and research projects, to address the specific skills and concepts outlined in the standards (utilize ThinkCERCA, SAVVAS-District Resources).

# Assessment Profile –ELA Scenario

---

## B. Technology Integration:

- Digital Resources and Tools:
  - - Purchase educational software, online databases, and digital texts to support research-based learning activities (utilize iXL, myON)
  - - Provide training on how to properly utilize iXL and myON and effectively integrate technology tools for conducting research, analyzing information, and presenting findings.

# Assessment Profile –ELA Scenario

---

## C. Data Analysis and Progress Monitoring:

- Formative Assessment Strategies:
  - - Implement formative assessment strategies to monitor student progress and inform instructional decisions.
  - - Provide professional development on how to use assessment data to adjust teaching strategies and provide targeted support.

## D. Peer Collaboration and Support:

- Professional Learning Communities (PLCs):
  - - Establish PLCs focused on literacy instruction and research-based learning.
  - -Conduct collaborative planning sessions that accommodate individual teacher needs through differentiation, fostering the sharing of best practices, analysis of student work, and discourse on instructional methodologies aligned with the identified standards.

# Assessment Profile –ELA Scenario

---

## 3. Professional Learning Needs:

- A. Identified Needs:

- - Training on effective Tier 1 strategies for teaching informational texts and research skills.
- - Support in integrating technology tools to enhance research-based learning.
- - Strategies for data analysis and using assessment data to inform instruction.

- B. Professional Development Opportunities:

- - Workshops led by literacy specialists and instructional coaches.
- - Technology training sessions focusing on research tools and digital literacy.
- - Peer observation and feedback sessions to promote sharing of best practices.

# Assessment Profile –ELA Scenario

---

## 4. Needed Resources:

### A. Resource List:

- - Educational software licenses for research and literacy tools (Renaissance Learner, Accelerated Reader).
- - Digital subscriptions to online databases and informational texts.
- - Professional development materials and resources (books, articles, etc.) on literacy instruction and research-based learning.

### B. Resource Procurement:

- - Allocate budget funds for purchasing necessary software licenses and digital subscriptions (Newsela).
- - Collaborate with district-level literacy specialists to identify and acquire relevant professional development resources.
- - Explore grant opportunities (such as L4GA) or partnerships with educational technology providers to supplement available resources.

# Assessment Profile –ELA Scenario

---

- Monitoring Protocol: Follow RCPS Data Protocol
  
- In addition:
  - 1. Baseline Data Collection:
    - - Gather baseline data on student performance on the identified low-performing standards before implementing the intervention plan.
    - - Use assessment data, such as pre-tests or previous year's scores, to establish a starting point.
  
  - 2. Implementation Tracking:
    - - Keep track of the implementation of the intervention plan, including professional development sessions, curriculum adjustments, and resource deployment.
    - - Maintain records of attendance at professional learning workshops and participation in collaborative planning sessions.

# Assessment Profile –ELA Scenario

---

- 3. Ongoing Data Analysis:
  - - Continuously monitor student progress through formative assessments, classroom observations, and student work samples.
  - - Analyze assessment data regularly to track improvements in student performance related to the targeted standards.
  
- 4. Feedback Mechanisms:
  - - Establish feedback mechanisms for teachers to provide input on the effectiveness of the intervention strategies.
  - - Conduct surveys or focus groups to gather teacher feedback on the usefulness of professional development sessions and the adequacy of resources provided.
  -
  
- 5. Regular Check-ins and Progress Meetings:
  - - Schedule regular check-in meetings with teachers and instructional leaders to review progress and discuss any challenges or successes encountered.
  - - Use these meetings to share data insights, celebrate achievements, and identify areas for further support or adjustment.

# Assessment Profile –ELA Scenario

---

- 6. Peer Collaboration and Learning Communities:
  - - Encourage ongoing peer collaboration and learning within professional learning communities (PLCs).
  - - Instructional Coach facilitate PLC meetings where teachers can share observations, analyze student work, and discuss the effectiveness of instructional strategies implemented.
  
- 7. Adjustment and Refinement:
  - - Based on the data collected and feedback received, be prepared to make adjustments and refinements to the intervention plan as needed.
  - - Modify professional development offerings, instructional materials, or resource allocation strategies to better meet the needs of students and teachers.

# Assessment Profile –ELA Scenario

---

- 8. Documentation and Reporting:
  - - Maintain thorough documentation of monitoring activities, including data analysis reports, meeting minutes, and feedback summaries.
  - - Prepare regular progress reports or presentations for school leadership and stakeholders to communicate the impact of the intervention plan.

# Assessment Profile –ELA Scenario

---

- The adoption of this plan by Conyers Middle School offers a strategic approach to addressing low-performing standards, delivering tailored support to educators, and securing essential resources for student academic progress. The integration of a monitoring protocol further guarantees the thorough execution, assessment, and adaptability of interventions aimed at enhancing student learning outcomes.



WHAT WE **LEARN**  
BECOMES PART OF  
**WHO WE ARE**