Literacy Action Plan For Grade 3 in Leading Edge Academy Gilbert Elementary School

Name

Institution

Literacy Action Plan

The analysis of AZMerit results for Grade 3 students at Leading Edge Academy Gilbert Elementary School revealed that some students have a deficiency in English proficiency. According to the results released by the Arizona Department of Education, only 68 percent of Grade 3 students in the academy had demonstrated the required level of English proficiency in AZMerit assessment for the fiscal year, 2018. The same district results revealed that 32 percent of Grade 3 students had a deficiency in English proficiency. For that reason, a comprehensive Literacy Action Plan is required to assist Grade 3 students in improving their performance. In the analysis of AZMerit results for Grade 3 students, it is evident that there are three literacy priorities that need improvement. These literacy priorities include decoding issues, vocabulary issues and poor comprehension of English passages. In short, these are the elements that contributed to the failure of 32 percent of Grade 3 students in AZMerit assessment. Below are three goals that would assist the school in fixing the literacy priorities.

Goals of the Literacy Action Plan

As stated above, the following three goals would assist Leading Edge Academy Gilbert Elementary School in helping Grade 3 students to improve their performance on the subsequent English proficiency tests including the AZMerit assessments.

a) To improve the reading skills of Grade 3 students to help them earn higher scores in all English proficiency tests.

b) To help Grade 3 students to improve their vocabularies.

c) To develop a rewarding program that boosts Grade 3 students' motivation to read.

Action Steps for Improving the Reading Skills of Grade 3 Students

The table below exhibits the action steps for enhancing the reading skills of grade 3 students at Leading Edge Academy Gilbert Elementary School. The column titled *persons responsible* shows the participants of each action steps. The resources describe the materials required in each action step. The timeline describes the amount of time required to accomplish each action step. *Evidence of success* column shows the tools used to evaluate whether the action step was accomplished successfully.

Goal: To improve the reading skills of Grade 3 Students				
Action Steps	**Persons Responsible**	**Resources**	**Timeline**	**Evidence of Success**
Identify students with reading problems	Test Coordinator	Test scores data	One week	Student list
Research, identify and procure evidence-based reading programs for the targeted students	Principal, and reading specialist	Funds, reading programs data.	Two weeks	Meeting agendas, and research data.
Identify an intensive reading course in the master schedule.	Principal and the head of the master schedule.	Master schedule	One week	Completed master schedule.
Assign a highly-qualified instructor to the reading course.	Human resource officer, and the principal.	Highly-qualified instructor/teacher.	One week	Teacher list and corresponding qualifications.
Placing the students in reading courses and monitoring their progress.	Reading teacher, course coordinator	Professional development, reading teacher.	Summer school year.	Student promotions, grades, and improvements on assessments.

Action Steps for Helping Grade 3 Students to Improve on Vocabularies

The table below portrays the action steps for helping students improve on vocabularies.

The potential barrier to accomplishing this goal includes the lack of students' motivation in

reading widely. Indeed, the school may issue students with books but fail to improve their

vocabularies due to lack of motivation. The evaluation tools for this goal include improved

student' use, spelling and reading of vocabularies during assessments.

Goal: To help Grade 3 students to Improve on Vocabularies				
Actions Steps	**Person (s) Responsible**	**Resources**	**Timeline**	**Evidence of Success**
Identify students with vocabulary issues.	Literacy team members, reading teacher.	Assessment results	One week	Student list.
Research, identify and produce grade level books and story books to assist students improve on vocabularies.	Reading specialist, principal, and an accountant.	Funds, story books, and grade 3 books.	Two weeks	Purchased story books, and grade 3 books.
Provide the targeted students with the purchased books.	Reading teacher, course coordinator	Books	One day	Issued books.
Assign an interventionist to the targeted students.	Principal, human resource officer, and deputy principal	An interventionist	Summer school year	Appointment letter.
Monitor students' progress on vocabulary enhancement.	An interventionist, and tests coordinator	Assessments such as DIBELS and running records.	Summer school year	Performance improvement.

Action Steps for Motivating Grade 3 Students at the Academy to Read

The table below portrays the action steps for motivating grade 3 students at Leading Edge

Academy Gilbert Elementary School to read. The potential barrier to accomplishing this goal

includes the demand for expensive rewards by the students. The evaluation tools include

counting the number of rewards issued to students as a result of attaining high grades in the state

assessments.

Goal: To develop a rewarding program that boosts students' motivation to read.				
Action Steps	**Person (s) Responsible**	**Resources**	**Timeline**	**Evidence of Success**
Identify students who are reluctant to reading.	English teacher, and principal.	Assessment results, and class teacher's recommendations.	One week	List of students that refuse to read.
Engage the parents and students in a meeting to discuss what motivates the students to read.	Principal, parents, students and reading teachers.	Teacher recommendations, student's test scores, and minutes of the meetings.	Three days	Meeting agendas.
Identify the appropriate rewards to give the targeted students if they change the attitude.	Principal, reading teacher, parents.	Research results, and Funds.	One day	Identified rewards.
Identifying and monitoring students that are improving performance as a result of changing their attitude.	Reading teacher, principal and tests coordinator	Analysis of the assessment results.	Summer school year.	List of improved students, and high assessment performance.
Rewarding the improved students	Principal, parents, reading teachers and	Rewards, and the list of analyzed test scores.	At the end of summer	Rewards issued to the improved students.

	course coordinators.		school year	

The Rationale behind Supporting the Literacy Action Plan

There are various reasons for supporting the Literacy Action Plan. Firstly, the Literacy Action Plan intends to boost Grade 3 students' motivation to read because the analysis of the state assessment revealed that some students failed because of failing to read widely as expected by the curriculum. Certainly, most students in Grade 3 have a tendency of refusing to read, which has a negative impact on their state assessment results. The analysis of the AZMerit results exhibits that 32 percent of Grade 3 students at Leading Edge Academy Gilbert School failed in English proficiency assessment, English Language Arts. One of the reasons as to why the students failed is because they have a negative attitude towards reading.

Essentially, the Literacy Action Plan intends to impart behavioral change in grade 3 students so that they can gain motivation to read. Specifically, the Literacy Action Plan identifies the rewarding program as the most appropriate strategy to motivate the students to read. Just like adults, children also like rewards and presents. Indeed, most students would be inspired and motivated to read and earn high grades if there are promised some rewards after the analysis of the state assessments. The Literacy Action Plan is very specific in endorsing the use of rewarding programs in Leading Edge Academy Gilbert Elementary school. What makes the Literacy Action Plan to stand out is because it first targets the students that are reluctant to read. In fact, the targeted students are within the 32 percent of students who failed in English Language Arts. This practice avoids unnecessary rewarding. Secondly, the Literacy Action Plan recommends the inclusion of teachers and the targeted students in identifying the most appealing rewards to the

students. The involvement of students and parents in that process not only gives them the opportunity to participate in the decision-making process but also helps the academy to promise students some rewards that anyone would envy to obtain. Hence, inspiring the targeted students to work hard in the attempt of winning the rewards.

The analysis of AZMerit results revealed that 32 percent of students who failed in English proficiency test, English Language Arts, had challenges in reading and spelling vocabularies. For that reason, the Literacy Action Plan is committed to devising a strategy for helping the targeted students to improve on vocabularies. Essentially, the Literacy Action Plan endorses the procurement of more grade level books and storybooks to address the problem. Christoforo (1998) argues that students learn vocabularies from comprehensions and passages in grade level books and storybooks. Besides issuing the students with books, the Literacy Action Plan recommends the school to assign an interventionist to the students with vocabulary issues. An interventionist shall assist the students to improve on vocabularies by creating word wizards and semantic maps from the content of the issued books. Additionally, an interventionist shall monitor the progress of each student and forward the recommendations to the class teacher. The class teacher would then determine whether a particular student needs promotion or further intervention depending on the recommendations forwarded by an intervention regarding the student.

Another reason as to why I support the Literacy Action Plan is because it addresses the reading problems of the entire grade. In fact, the goal of improving reading skills of grade 3 students is meant to elevate the performance of students that failed in English proficiency test and also prevent the students that passed the same test from failing in the subsequent state assessments. In other words, the Literacy Action Plan ensures that the rate of students passing

the state assessments is above 68 percent. Currently, only 28 percent of grade 3 students are

highly proficient in English Language Arts, while 40 percent are proficient. The Literacy Action

Plan intends to move students from lower proficiency levels, minimally proficient and partially

proficient, to the higher proficiency levels that include proficient and highly proficient levels.

However, the utmost goal is ensuring that all students attain the highest possible proficiency

level.

The Literacy Action Plan proposes the use of an evidence-based reading program for any

student with reading problems. The reading program shall include any student with reading

difficulties regardless of the state assessment test scores attained by that student. However, the

school shall arrange the students into different groups depending on their needs and assign each

group a highly-qualified interventionist. Students that demonstrate the highest risk in reading

skills would be placed in the intensive intervention group while the students that are not at risk

are placed in the strategic intervention group (Collins, 2004).
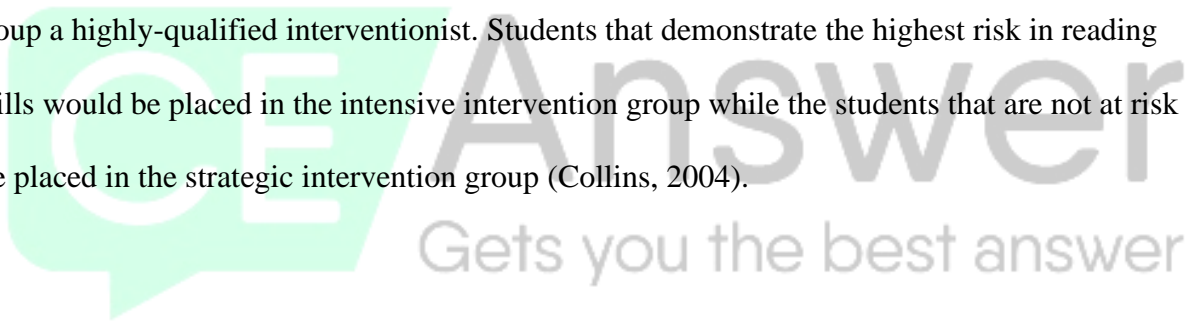
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