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An Evaluation of One School's Reading Program to Support Struggling Readers Through the Use of Data

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An Evaluation of One School's Reading Program to Support Struggling Readers

Through the Use of Data

Gabrielle Yvette Jones

Educational Leadership Doctoral Program

Submitted in partial fulfillment

of the requirements of

Doctor of Education

National Louis University

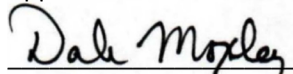2021

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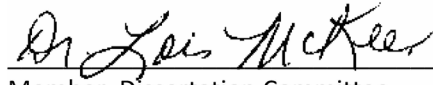
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Date Approved

ABSTRACT

The purpose of this study was to evaluate the efficacy of one school's reading intervention program and its impact on struggling readers' reading performance. Participants in this study included administrators and instructional staff in grades third through fifth who directly impacted student learning in reading through reading instruction. I collected survey data and analyzed it to determine teachers' ability to instruct struggling readers with high expectations for student learning. As a result, this evaluation exhibited that teachers require quality planning time to prepare effective reading intervention lessons that include strategies attained from strategically designed professional development structured to increase students' reading ability. According to these findings, I proposed that teachers are provided additional time to plan reading lessons that augment struggling readers' achievement.

PREFACE

The context of my dissertation was based on struggling readers and their low performance on reading assessments. The purpose of my study was to evaluate the efficacy of reading intervention programs and effectiveness in increasing struggling readers during reading intervention instruction. Specifically speaking, I evaluated the adequacy of the Leveled Literacy Intervention, LLI reading intervention program.

My role as a district instructional coach is to support struggling school who perform below grade level. Additionally, as an instructional coach, I specifically specialize in coaching teachers to build their instructional capacity by providing them effective structured strategies that they can implement in their classroom during instruction. Likewise, I support students who struggle in reading by increasing their level of learning through effective reading strategies.

The evaluation of this project was significant to stakeholders because it enlightened them on the impact that research-based reading intervention programs have on student achievement. Additionally, this project was essential to evaluate because it was essential to comprehend how reading intervention instruction needed adjustment based on student needs. Furthermore, assessing the impact of the Leveled Literacy Intervention professional development and the strategies that it provided to teachers was essential in assimilating scaffolding lessons as they developed them.

Several leadership lessons were essential to me as I evaluated this study of how one school's reading intervention program was effective for struggling readers using data.

In my experience with this project, it increased my awareness of how reading intervention programs impact student learning. The actionable steps that I took to elevate my level of understanding of increasing student achievement influenced my preparation of the program. In addition, I will understand how to differentiate my organizational leadership skills that ensures that the reading intervention programs are operational. As plans continuously evolve, it will be in my best interest to examine the programs and making necessary changes that either attains or leads to the success of student achievement.

ACKNOWLEDGEMENTS

I would like to acknowledge my heavenly Father above who said that He would never leave me nor forsake me. He has truly walked with me through my doctoral journey. I will always put my trust in God from which cometh my help. Thank you, Lord!

Additionally, I would like to acknowledge my family who has been by my side as well as supported me through this journey. My lovely parents, Felton and Shirley R. Jones supported me throughout my college career. My father, who passed away 16 years ago, uttered the words to my mom to carry on the family before he passed. To this day, she continues fulfill his request. My mom and children have been my right-hand as I have worked to complete my doctoral degree. Thank you from the bottom of my heart sweet mama and babies!

I am forever grateful to my National Louis University, NLU Educational Leadership professors and doctoral committee. The NLU team provided me with the guiding support that ensured that I was succeeding through the work that was required to finish. A special thanks goes to Dr. Sparks, Dr. Dale Moxley, Dr. McKee, and Dr. Neale for continuously communicating with me during the completion of my dissertation by providing feedback that helped me to understand the direction that my paper needed to go.

DEDICATION

God, the Father, God the Son, and God, the Holy Ghost! You are worthy to be praised. I give You the honor for making this being possible.

To my parents, Felton and Shirley R. Jones, Thank you! You supported me every step of the way. Dad, you provided everything that you could to ensure that your family was taken care of, and this is why I am here. I know you are smiling down on me from Heaven. Mom, you carry the torch well. You have always carried me through with God on our side and has always been my right-hand girl. Thank you, dad and mom for your unconditional love and protection!

To my loving son, Robert L. Tatum, Jr., Rob as I so affectionately call you. You are my first born who I did not realize that would grow to carry your mom with your greatness. Your words of wisdom, and action of love play an impeccable role in my life. Always trust in God and pray to Him about everything and you will succeed.

To my sweet precious daughter, Kayla Chanell Tatum. Words are indescribable to describe you, but I will attempt to let you know that you are the Angel that God has sent here on earth. You are my angel. I will always carry your words of "Have a little talk with Him" with me. I will certainly do so. I love you, baby girl!

To my sister, Nell thank you for being supporting me and making me go to school. I am here because of that one phone call and on that one day.

To my big brother and protector, Negial, thank you for stirring me in the direction to go to college and telling me that it won't be long. I am an educator because of you. Thank you, big brother!

To my caring brother, Marcus, thank you for always encouraging my and letting me vent to you to clear my chest.

To my God-fearing sister, Mika, continue to keep that spirit of the Lord in you. Your inspiring words and prayer have lifted me in so many ways.

To my little brother, Jeffie, I appreciate the laughs that you make come from the depths of my stomach.

To my special friend and confidant, David J. Livingston, II, thank you for your words of inspiration and your support of pushing me through.

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CHAPTER ONE

Introduction

Elementary students who attend public schools in poverty-stricken areas perform lower on state and district assessments than their peers. Morgan (2012) argues,

> On the Illinois standards achievement test, only 40% of low-income third graders met the state's reading standards, compared with 75% of the classmates who were not considered disadvantaged students, and the reading results for grades 5 and 8 were similar. The gap in achievement is not about students who are failing, but about a system that is not providing the educational opportunities that low-income students are entitled to. (p. 292)

Poverty-stricken schools need educational materials to accommodate students of poverty who perform below proficiency on reading assessments. Providing them with the essential materials to learn closes the achievement gap among their peers.

Likewise, key stakeholders who are highly qualified including parents must have high expectations of student learning. Additionally, students must have high aspirations of their own learning. This eliminates the pipeline to prison process for underperforming students. Furthermore, it increases the chances of students to have a successful college education that leads students to career opportunities as top producers after grade school and college.

Successfully graduating students from poverty is the responsibility of policy makers and educators by providing them the most enhanced education. They must rationalize sufficient funding for educational costs that is driven to students who lack the educational skills needed for student success. Roza (2010), remarked,

Policymakers have gradually restricted the spending not just to specific groups of

students (such as low-income English language learners) but also to specific

programs or services. These new categoricals include funding for early childhood

education, tutoring in reading, smaller class sizes, small high schools, science

coaches and other interventions that reformers hope will somehow raise student

achievement. (p. 21)

Therefore, policymakers and educators are responsible for making encompassing

decisions that lead students away from poverty-stricken areas.

District A County Public Schools is the eighth largest school district in the nation

and the fourth largest district in the state with 202 schools. The student body is

approximately 212,401 students. The student population is as follows: 43% Hispanic,

25% White, 24% Black, 5% Asian, and 3% Multicultural. District A developed the

District A Transformation Office, D.A.T.O. with the intent to strategically transform low-

performing schools to high-performing schools. D.A.T.O. assists the underperforming

schools by building teacher capacity, student achievement, and school grades.

From 2016-2019, students from approximately ten schools, in grades third

through fifth struggled in reading. As I assessed reading data for the schools that the

District A's Transformation Office serviced, I noticed that reading scores slightly

increased from 2016 to 2019. Based on the state reading assessment results, students'

reading data improved by approximately 10%. Students' low performing assessment

scores have remained an issue from 2016 to 2018 school years. They have however,

gradually increased toward proficiency within the past four years. The schools that are

currently in District A's Transformation Office overall content data display that these

schools have either increased in letter grades or have sustained their grade of a "C" or better.

For sustainability purposes, these schools have a sense of urgency to enhance students' reading ability so that all student subgroups increase to proficiency. To effectively increase student achievement within District A's Transformation Office, school administrators must empower teachers with the autonomy to utilize the data to make shared instructional decisions. Teachers' instructional plans must be designed around enhancing the instruction with relevant and rigorous strategies that are strategically planned to assist in sustaining student achievement.

District A's Transformation Office school's leadership team must begin with the analyzation of the data and then create strong committees to intentionally plan for improvement in the reading. Hargreaves and Fink (2006) remarked, "If leadership is not deliberately distributed in ways that engage teachers with the goals of the school, it will end up being distributed by fault," (p. 114). The school in my study needed a more effective reading intervention program that accommodated educators with the appropriate tools to assist in performing guided group instructional best practices that increase student learning in reading. The school's stakeholders along with the District A's Transformation Office continuously strategize different plans designed to eliminate the learning gap between all student learners.

As school-based administrators collaborated aggregating previous years' data, they referred to the data to drive their decisions to improve the instruction of small groups. District A approved and adopted the Fountas and Pinnell's Leveled Literacy Intervention (LLI) program supplemental intervention programs that were utilized during

guided group instruction, to increase student's performance. Murray et al. (2014), commented,

> Leveled Literacy Intervention (LLI) is used with small groups of at-risk readers. The program includes instruction and text reading practice in 30 minutes of daily lessons designed to supplement (i.e., be taught in addition to) classroom English language arts instruction. (p. 488)

Differentiated instruction caters to the needs of students with poor reading skills and is necessary to meet students where they are to provide them with the differentiated instruction that targets their need.

Analyzing the problem using data appropriately is key to correcting the issues related to closing the achievement gap in reading. Glatthorn, Boschee, Whitehead, and Boschee, (2016) stated "As for closing the achievement gap, there is indisputable evidence that improvements in schooling have a significant effect on student learning" (p. 224). Schools who strategically plan for all student groups show an increase in student data. Therefore, differentiating the instruction to target all groups and their learning needs must be strategically planned to close the achievement gap.

Instructional plans include technology which serves as one of the most prominent tools in learning today. For example, laptops and classroom SMART boards are interactive and are used to engage students with innovating paths to becoming proficient learners and increases struggling readers' learning gains. Students with access to technology produce proficiency in learning as well as show an increase in scores on their reading assessments. Cheung and Slavin (2012) commented, "There is some evidence that technology applications for struggling readers may be more effective with younger

students than older students" (p. 296). Early learners benefit from utilizing technology in primary grades.

Data should drive all decisions for planning purposeful instruction. Effectively using data to develop effective instructional plans increase student achievement. Glatthorn et al., 2016, contend that "Longitudinal systems are intended to enhance the ability of states to efficiently and accurately manage, analyze, and use education data, including individual student records" (p. 225). Once data are examined and the instructional plans are executed, school administrators must monitor the instruction to ensure that it is properly executed. Actionable feedback and professional development must be provided as well, to increase student learning. Certainly, student achievement will increase by collecting the appropriate sources of data, monitoring it properly, and analyzing it during data meetings.

The problem within the one school of District A's Transformation Office whose reading intervention LLI program I am evaluating is that students' reading proficiency rates are low. A substantially large amount of the students come from low socioeconomic backgrounds, ranging from parents who have minimal funds to no money at all. Benner, Boyle and Sadler (2016) remarked,

> Low-income parents and less educated parents are more likely to express lower educational expectations for their children compared to more affluent parents. They are most likely, on average, to be involved in their children's education, both at home and at school. (p. 1054)

Approximately 30% of its student population are homeless. Furthermore, parents with low socioeconomic backgrounds are determined to survive before they can even juggle

the importance of education. In addition, students are often left to fend for themselves with homework.

The lack of parental support affects student achievement for low performing readers. Unfortunately, the lack of parental support in students' education trickles into the school system, allowing the problem to become even more pervasive. Okpala, Okpala, and Smith (2001) suggest,

> Parental involvement suggests that families play a key role in students' academic success. Parental involvement in learning at school and at home is considered a key component of school reform. Home parenting practices, home environment, and parental involvement with school activities explain many of the variations in achievement scores on the basis of ethnicity, family income, and parental education. (pp. 112-113)

Students with parental engagement in schools earn higher grades, have fewer absences, and more positive school behavior.

Reading performance is an ongoing issue and despite the district's scope and sequence, reading tutoring programs, and reading intervention programs, the problem continues to remain a severe issue. Based on reading data from School A's School Improvement Plan, SIP, third grade students performed at 24% overall from year 2018-2019, whereas fourth grade decreased from 36% to 29% with a negative 7% difference. While fifth grade performed at 7% higher than the fifth graders did from 2018-2019, their data are below the expected state average of 56%. The school and involved stakeholders must prepare to eliminate the problem by organizing and generating a student body of

proficient readers. Connecting with stakeholders improves the performance of the school.

Reading proficiency is an issue that must be addressed within District A's Transformation Office. Along with putting effective strategies into practice, collecting, analyzing, and managing the data is the solution to the problem. Bambrick-Santoyo, (2010) states,

> After implementing effective assessments and engaging in deep, nuanced analysis, school leaders face the most daunting task of all: putting their plans into practice. Although it is based on gathering information, data-driven instruction is worthless unless that information is executed in the classroom. (p. 69)

Clearly, reading data needs to be analyzed with fidelity, coupled with developing a strategic plan that incorporates curriculum that enhances classroom instruction.

According to District A's Transformation Office Performance Matters (2020) assessment data, the past three years of students' reading achievement, District A's Transformation Office schools' students are only reading at proficiency level ranging from 33% to 36%. While there was a 3% increase with students at or above grade level, the data indicate that robust and relevant planning must be developed to increase students' performance at a rate of 50% or higher so students can become proficient readers. Ongoing effective data meetings and collaboration must take place amongst area directors, school-based leaders, and staff members to diminish the problem.

Purpose of the Evaluation

The purpose of my study is to evaluate one school that implements the Fountas and Pinnell's Leveled Literacy Intervention (LLI) program used within a Multi-tiered System of Support (MTSS) program, and to determine its effectiveness on their struggling readers. Subsequently, I will look at the whole child during this process as well as analyze the effectiveness of the LLI program in conjunction with MTSS. According to Fountas & Pinnell (2009), supplemental small-group instruction can help children make progress in reading as long as teachers can make real contributions to students learning in a small group that is organized, coherent, highly effective, and geared to the students' needs. Students who receive small group or more one on one instruction are more likely to succeed.

Likewise, I studied the efficacy of the LLI system in increasing reading achievement for students in third through fifth grades. More importantly, I evaluated the perceptions of stakeholders utilizing the LLI system. As I analyzed the developments of students who struggle with reading, I wanted to examine the effectiveness of how well the LLI reading program increases students' learning gains.

The state assessment for English Language Arts (ELA) scores have fluctuated up and down over the past four years within District A's Transformation Office schools. In 2016, 31.4% of students scored proficient in grades three through five. In 2017, the proficiency rate increased from 0.4% of students who scored proficient in grades three through five. However, in 2018, 32% of students scored proficient in grades in grades three through five. In 2019, the proficiency level fell from 32% to 29% scoring at the proficiency level. Grades in grades three through five collectively struggled in

Integration of New Knowledge and Ideas. According to Performance Matters (2020),

D.A.T.O. collected data on students who are struggling readers and found that the SA

data indicate struggling readers were struggling primarily in reading.   Students will need

instruction from resources, such as the LLI, which best supports them.

The Fountas and Pinnell Leveled Literacy Intervention program is related to

student learning. LLI's intervention system supports students with poor reading skills or

who struggle to read. District A's Transformation Office schools struggled with

proficiency scores on the state assessment for approximately four years. To

accommodate students who need additional support, the LLI program is designed to

assist students who lack the solid foundational skills needed to comprehend text on their

grade level.

LLI's program is a reading intervention program that provides instructors with the

essential materials to improve the reading skills of students with reading deficiencies. In

addition to the core instruction that they receive during whole group instruction, the LLI

program will support their reading abilities. Reutzel, Child, Jones, and Clark, (2014),

explained, "Instruction that does not leave anything to chance and does not make

assumptions about skills and knowledge that children will acquire on their own" (p. 408).

Student learning can happen more effectively as students collaborate with their peers

about the lesson while the teacher guides the learning.

Rationale

As an ELA Instructional Coach, I have a passion to support students who struggle

in reading to become proficient readers. My passion for supporting struggling readers

derives from being a struggling reader as a child. Through deeper instruction, I became a

proficient reader through different styles of guided instruction as well as reading

interventions. Therefore, my rationale for selecting this program is to evaluate the

efficacy of LLI and its effect on increasing and sustaining student reading achievement.

In addition, this evaluation is essential to me because I have seen an abundance of

students performing below proficiency in reading. These students struggle to rise to

proficiency throughout their elementary school years. Wanzek and Kent (2012)

remarked "Positive student outcomes have been noted when students with learning

disabilities, LD participate in reading interventions, even if only one skill or strategy is

emphasized", (p. 12).   Deficiency in reading has often had an impact on other academic

areas for students who struggle with reading. Reviewing District A's Transformation

Office's elementary school deficient state assessment reading data inspired me to

evaluate the causes that hinder student achievement in reading.

Critical issues set the purpose for me to thoroughly examine the effectiveness of

LLI's reading program and the effect it has on student achievement. One critical issue to

examine is the use of reading data to increase the reading proficiency of subgroups who

perform below proficiency as they go through the MTSS process. The multi-tiered

system of supports (MTSS) is a systematic, continuous improvement framework. The

MTSS purpose is to intervene by utilizing data to problem solve as well as to make

decisions that increase low performing students' achievement.

Data drive all instructional decisions when attempting to enhance student

learning. Additionally, it is critical to evaluate the implementation of the task and the

perceptions of stakeholders performing them. This is critical to accurately utilizing

resources to increase the capacity of student's comprehension abilities as they read grade level or rigorous text.

In my professional observations as an English Language Arts (ELA) Instructional Coach, intervention programs that are implemented properly cater to the needs of individual students. They focus learning that meets students where they are on their level reading. I, however, have also observed that while using the intervention components, intervention programs that are chosen to produce productivity are not implemented with fidelity. In addition, student groups are not fluid or are not properly grouped according to their reading ability. Furthermore, student progress is not correctly tracked or monitored by the instructor teaching.

The observations in this research include how stakeholders contribute to the success of student achievement. Key stakeholders such as administrators, leadership teams, teachers support instructors as well as the community at large are essential members to increasing student achievement. Stakeholders pose a positive impact on the educational success of all students by increasing and sustaining student achievement. The contributions of this study are enlightening the impact that the additional support intervention programs such as LLI provide to building the capacity of the educational institutions and the tasks that are related to learning. The findings from this research will adequately measure student achievement as well as drive data decisions for the purpose of improving instruction.

This research is important to stakeholders performing the tasks of the LLI program because they will want to know the impact of the results. Educators are accountable for performing the tasks to increase students' knowledge as well as to sustain

the skills they learn from the LLI program. Additionally, the research is significant to the district because it informs decisions made within its district. A representative from District A comments, "Research & Evaluation provides support to inform district-wide decision making through primary research, program evaluation and the calculation and reporting of Student Learning Growth" (citation withheld). Thoroughly evaluating research before making decisions on any supplemental reading program helps ensure ~~that~~ the intervention will be beneficial to student achievement.

This research is important to the educational community at large because they are key players who contribute to the educational goals that produce student achievement. Community stakeholders contribute to schools to maximize student learning. They volunteer their time, funding, and resources to schools to ensure that students are successful. The community at large contributes to decision making by attending the School Advisory Council (SAC) meetings as well as donating monetary resources for the success of all students.

Goals of the Program Evaluation

I have various goals for studying the LLI program. One goal is to thoroughly examine District A's Transformation Office school's efficacy on the Fountas & Pinnell LLI intervention program. Another goal of my evaluation is to analyze the implementation and impact of LLI as it is used during guided reading groups. Moreover, I want to know if there is enough time to teach the tasks that are designed to increase student learning. Lastly, I will evaluate its reading data and compare the results to the school's 2016-2019 reading data.

The data will need to measure up to the expectations of the state Department of Education. The state Department of Education requires students to perform at a reading proficiency level 3 (2018). During the spring of 2018, students are required to take the state reading assessment. Adhering to the reading assessment data guidelines of the state Department of Education, I will analyze the results of student data looking at the whole child.

The Fountas and Pinnell Leveled Literacy Intervention program (LLI) evaluation goals are related to student learning because they provide intensive small group instruction to struggling readers on skills that are needed to succeed as a proficient reader. Additionally, its evaluation goals examine student learning on basic skills such as phonics, phonemic awareness, and multi-syllabic words where they have struggled with these skills all their lives. More importantly, it contributes to providing the curriculum, appropriate strategies, and interventions to student learning. Teachers can make data informed decisions to increase student learning. The LLI program accommodates the core reading programs providing substantial explicit reading instruction during small group, (Fountas & Pinnell, 2009).

Chartering this program at District A's Transformation Office provides sources to track students' reading data to foster sustainability within the program. I foresee that 100% of the student body will be at least proficient readers. Programs such as reading camps, intervention programs, adjustments to instruction, as well as the necessary adjustments to the curriculum's resources will improve student achievement.

Definition of Terms

❖ *Differentiation*- The matching of instruction to meet the different needs of learners in a classroom.

❖ *Evidence-based intervention-* Interventions for which evidence of effectiveness in increasing student learning exists.

❖ *Explicit instruction-* Teacher-led, interactive instruction where the words and actions of the teacher are clear and direct. The teacher begins with a clear explanation of the targeted skill, followed by modeling of the skill. Opportunities for practice as well as guided practice with corrective feedback, supported application and student independent practice using aligned student materials help the student to apply what they have been taught.

❖ *Intensive intervention*- Tier 3 intensive interventions as the most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with core and supplemental academic and behavior curriculum and instruction.

❖ *Research-based intervention-* Information available in research literature; reviews the existing research on different programs, product, practices, and policies in education.

❖ *Strategic structure-* Instructional action that has definable elements of proficiency and an instructional purpose of appropriateness. Method, or activity that aids any student in the learning of a skill.

❖ *Struggling reader*-Low performing readers who read below grade level expectations.

❖ ***Systemic instruction-*** Instruction and discuss the importance for instruction being organized so that it follows a logical order, and the sequence begins with the easiest and most basic concepts and progresses methodically to more difficult material. System instruction must strengthen memory.

❖ ***Targeted intervention-*** Tier 2 targeted supplemental interventions as a more focused, targeted instruction/intervention in addition to and aligned with the core academic and behavior curriculum and instruction.

Primary Exploratory Questions

My primary exploratory questions are designed to target the efficacy of the Leveled Literacy Intervention program. The questions are focused on the implementation and impact of student learning. Through these questions, I will examine stakeholders' perceptions about the program as well.

(1) What do the area superintendent, executive area directors, administrators, and teachers, report is working well in the LLI reading program?

(2) What do the area superintendents, executive area directors, administrators, teachers, and parents report is not working well in the LLI reading program?

(3) What do the area superintendents, executive directors, administrators, and teachers consider to be challenges of implementing the LLI reading program?

(4) What suggestions do area superintendents, executive directors, administrators, and teachers, have using to improve the LLI reading program?

Secondary Exploratory Questions:

As I evaluate this reading program, I will gather evidence to answer my additional questions. The following secondary questions allow me to explore the monitoring of LLI

as well as professional development opportunities for stakeholders using the intervention program.

1. How can area superintendents, executive area directors, administrators, and teachers ensure that the LLI program is monitored?

2. How can stakeholders ensure that the LLI program is implemented with fidelity?

3. What professional development do teachers report is essential to support the LLI reading program?

The primary and secondary exploratory questions will evaluate perceptions regarding how efficiently student achievement happens as stakeholders utilize LLI to increase student learning.

Conclusion

In short, my study on the efficacy of the LLI program is to evaluate whether there is an increase in students' reading achievement in grades third through fifth. The input of stakeholders utilizing LLI perceptions will assist in examining the perceived impact of the program. In addition, examining the data of the whole child during the MTSS process will also help determine the effectiveness of the Leveled Literacy Intervention program in District A's Transformation Office elementary school that participated in this study.

CHAPTER TWO

Review of Literature

Data are the widely used component that capacitate school administrators and teachers to make instructional shifts that improve deficiencies of struggling readers. In and of itself, data is critical to deconstruct the elements that explain the challenges of nonproficient readers. These elements include assessments of students' reading ability, viewing trends, making a creation of intervention student groups, and developing rigorous as well as standards-based lessons.

Looking closely at the collection of reading data with efficacy is the methodical approach that is essential to attain student performance in reading. The purpose of data collection is to provide early intervention to struggling students. This is especially true when considering the achievement gap that often occurs between black and non-black students.

School based administrators and instructional coaches are accountable for interpreting the collection of data. Davenport and Anderson, (2002) found "In every way and at every level, the school principal must assume the chief responsibility for monitoring program success", (p. 101). Nevertheless, teachers share the responsibility of understanding the data to increase the achievement of struggling readers. Therefore, principals and instructional personnel must be provided the key training, or professional development that increases their capacity to understand data and to use it effectively.

Data are key to which best practices should be utilized as well as they establish the expectations of stakeholders involved with increasing student achievement. The purpose of my evaluation is to explore the use of data to make instructional shifts to

instruction. Communicating and meeting with team members to discuss the analysis of data as well as its trends are the founding pieces to ensure that effective plans are established.

Another purpose of this study is to explore empirical data to see whether it can be used to improve students' reading ability to proficiency. Managing data to drive decisions is essential to making instructional changes. Challenges and benefits of collecting, analyzing, and managing data are the pillars that frame the improvement of reading instruction. School-based leaders and coaches, as well as teachers must be cognizant of the interpretation of student reading data. Data must be utilized to target all students based upon their reading levels of either enrichment, proficiency or nonproficient readers.

Students are grouped by their reading levels. Student whose level is on enrichment are students who perform above reading grade level. Proficient readers perform at or on grade level. Students who are non-proficient readers are students who perform below or in the bottom 25% quartile in reading.

Strategically placing emphasis on the strengths and weaknesses of students' status will drive teachers' instruction. The implementation of the student reading data enhances schools' reading achievement. Solutions to improving nonproficient readers will certainly consist of data informed training through professional developments for key stakeholders that includes school-based leaders, coaches, and teachers. Likewise, school-based teams will need to utilize professional learning communities to analyze data, evaluate it and look at trends to close the gap.

Framing the Problem

Problem framing is vital in policy implementation to abolish the problem of reading. The role of the educational leader is to be the prominent player in framing the policy implementation through reading instruction. Johansson, Myrberg, and Rosen (2015) stated "Previous research leads to the conclusion that a crucial aspect of teacher competence is the combination of deep content knowledge and pedagogical content knowledge" (p. 565). Diagnostic and prognostic are two kinds of educational frameworks that support educators in the direction that they need to move in to resolve the problem with struggling readers.

Diagnostic tests are pre-assessments that allows teachers to determine students' individual abilities on skills before instruction on those particular skills. Wagner, et al. (2006) commented "Data are used diagnostically at frequent intervals by teams of teachers, schools, and districts to assess each student's learning and to identify the most effective teaching practices" (p. 31). When teachers understand where students' abilities are, they can make instructional decisions to meet students where they are. Prognostics assessment measures how much students have learned after instruction have been given to students. Teachers can examine the assessments and remediate skills that students missed during previous instruction.

Moreover, Coburn, (2006) remarked, "Sense making is collective and is shaped by interaction, signaling, and negotiations. The limitation in sense making is that it shapes the interaction, signaling, and negotiation making sense of the problem", (p. 345),. Teachers are collaboratively engaged in an ongoing process of framing and reframing the problem of reading comprehension. Teachers link the reading comprehension problem

with limited vocabulary specifically with minority students including English Language Learners, ELL students.

The problem, however, exists in planning. Glatthorn et al. (2016) remarked, "Planning instruction that is based on individual student needs, interests, and learning profiles is crucial in differentiating instruction", (p. 387). Planned collaborative structures for students increases the knowledge using standards-based learning.

Additionally, increasing best practices in differentiated instruction can be difficult. However, it is essential for enhanced student achievement. Santamaria (2009) explained, "Opportunities for group interactions are a critical part of differentiated instruction (DI), based on research that has determined that homogenous grouping supports more advanced learners" (p. 218). Schools are under pressure to improve instruction to increase all student learning.

Reading is one of the most key components that is significant to our ordinary life. However, reading poses tumultuous problems with students who have learning disabilities. It is crucial because it has so many intricate details that a reader must know from the beginning. Nevertheless, learning those details is not the main factor that contributes to the problem. Outliers such as quality reading instruction and the background of the student learner weighs in on reading proficiencies to understand the reading skills they lack.

In addition, dysfunctionality of students' families and parental involvement promote students' learning disabilities in reading. Parents' participation is required to increase their child's education. Attending organizations such as the School Advisory

Council (SAC) or Parent Teacher Organization (PTO) inform them of the events that are happening in the school. Spera (2005) states,

> Interacting and becoming involved with their children's life on a daily basis is a way parents can socialize their children. With respect to the socialization of school achievement, parental involvement consists of attending parent-teacher conferences, helping children with homework, volunteering for leadership roles within the school, and attending children's extracurricular activities. (p. 128)

Engaging in school activities keeps parents aware of what is happening in their child's school environment as well as ensuring that they are advocates of their children's education.

Methods to collect data need to be organized to efficiently meet the demands of readers with learning disabilities. Diagnostics and prognostics assessments are essential in locating the problems with struggling readers. Constructing a team of people to assess students' reading ability helps to identify the readers' level.

Assessors can understand where students struggle and scaffold a comprehensive plan to resolve each individual student's issue. Qualitative studies allow teams to collect and use data to represent the outcomes of the findings. Qualitative tools available to collect useful data are classroom walk-throughs, in-school professional developments, selected meetings of grade level groups, required district professional developments, and principal observations, resource personnel, and interviews.

According to Coburn (2006) sense-making is collective and is situated in sense-makers. Sense-makers collaborate to make sense of situations by drawing on beliefs and practices that prohibit learners from understanding where students struggle with reading

fluency and comprehension skills. Coburn, (2006) comments "Sense-making theorists suggest that action is based on how people notice or select information from the environment, making meaning of that information, and then act on these interpretations, developing culture, social structures, and routines over time", p. 345. Additionally, sense-making focuses on strategic aspects to encourage that educators act to eliminate the problem of struggling readers.

The Challenges of Collecting Data, Analyzing, and Interpreting Reading Data

Data can be challenging but provide the direction as to which educators can make the appropriate decisions to increase reading instruction. It offers invaluable support to generating best practices decisions to optimize student achievement. Nonetheless, its intricate challenges do not negate the fact that its purpose coexists to help close the reading gap with nonproficient readers.

Reading data must be part of the ongoing cycle that is used to monitor student learning. Thompson remarked,

Establishing content and construct validity for the Teacher Professional Development Assessment Form was accomplished by aligning the conceptual framework of differentiated reading literature to the items generated for the assessment instrument and by examining the specific factors (constructs) that emerged from a factor analysis performed on the pilot data set. (2012, p. 6)

During professional learning communities and data meetings, stakeholders such as principals, reading coaches, and teachers must provide a collection of data from student assessments. These data must consist of a variety of data sources that is prepared about student learning.

To analyze student reading data means that the leadership teams are collaboratively working with teachers to gain a deeper understanding of student learning. As school administrators and teachers analyze the collection of data, they are challenged to develop strategic plans that exterminate the deficiencies in the reading gap with nonproficient readers. First and foremost, the team's best practices must entrench their procedures based on the trends of the data. The conversation must be fully loaded with accommodations that target bubble students, students who are on the cusp of declining or even making the gains to move above proficiency. Though without a doubt, expanding students' reading skills, knowledge and ability are at the forefront of the decision making.

More importantly, collecting and managing reading data must be done by monitoring it with timelines placed on action plans. During a study that was conducted with the inclusion of teachers, Potenza-Radis (2010) remarked, "Data collection, management, reduction, and analysis were recursive in nature, each helping to guide the next move in the field" (p. 67). An instructional focus calendar needs to be created to effectively manage the action plans. The action plans must be adhered to for sustainability purposes. As I evaluate this reading program, I will research strategies that are utilized to close the reading gap.

The Impacts of Reading Data

Reading data impacts the decisions that school-based leaders and teachers make during data meetings and professional learning communities. Interpreting reading data properly allows teachers to refer to strengths and weaknesses of their class as well as individual students. Thompson (2012) stated "Intervention data feedback sessions focused on the relational nature of the data and the key role that intervention of data

feedback plays in understanding and improving classroom instruction" (p. 9). One of the most influential impacts of reading data relies on teacher competence on student reading achievement.

One teacher competency is the number of years a teacher has taught. Coburn (2006) remarked, "Advocates of whole language approaches countered that the problem resided not in the whole language approach but in lack of teacher training and poor implementation of the policy statewide" (p. 351). Beginner teachers may struggle with effectively teaching, which may cause a severe issue with having the positive impact on producing a proficient reader.

Modifying instruction with fidelity that is based on student data assists teachers with differentiating instruction to support struggling students. Little, McCoach, and Reis (2014) explained, "The wide range of fidelity of implementation across classrooms raises the question of whether stronger fidelity on a consistent basis would yield different results", (p. 399). Teachers must depend on student data to determine how to differentiate instruction to meet the needs of struggling students based on their performance. Effectively incorporating reading interventions with fidelity in class increases the result of student learning.

Closing the Reading Gap

Closing the reading gap for struggling students puzzles stakeholders across the education world. In *Volume II: Closing the Reading Gap: Findings from a Randomized Trial of Four Reading Interventions for Striving Readers,* the review of the theoretical frameworks that guide the concepts of this study is based on findings from a randomized trial of four reading interventions for struggling readers (Torgensen, et al., 2007). The

key factors are the variables discussed in the data based on the investigations. Torgensen, et al. (2007) commented,

> A randomized trial of four reading interventions for struggling readers. The Descriptive Designs demonstrates the longitudinal correlational developments that summarizes, organizes, and simplifies the data to be interpreted from the findings. The tests data, measure of student performance, phonemic awareness, word reading, fluency and accuracy, and reading comprehension are key factors of the variables that the data discussed based on the investigations. When the interventions are grouped, each intervention in the group receives equal weight.
> (p. 57)

In this study, the interventions were investigated as potential factors for closing the reading gap for struggling readers.

Additionally, the framework of the theoretical framework provides a means to investigate and compare the relationships and impacts existing between intervention groups as well as among the cohort groups and the reading test scores.

> According to Torgensen et al. (2007) their investigations found,
>
> (1) Where the students began in terms of reading ability at the beginning of the school year, (2) how much improvement the students would have had in the absence of the interventions, and (3) amount of the intervention that treatment and control students actually received. (p. 59)

My purpose of discussing the Quasi-Experimental Designs is to exhibit how the experimental designs show comparisons in data collected. The Quasi- Experimental Designs that are Silver Standard support studies that are represented by components of

environment, intervention, and assignments to experimental and control group. They use Comparative Designs to compare variables. The Comparative Design consist of collecting data as well as studying relationships among variables.

Additionally, noting that the paradigm is based on the Descriptive Designs because it has a large scale, longitudinal evaluation comprising three main elements to summarize, organize and simplify data. Types of data that assists in building effective frameworks are tests data, measure of student performance, Phonemic Decoding, Word Reading, Accuracy, and Fluency, and Reading Comprehension, PSSA Scores, classroom teacher surveys, school record forms, screening tests, as well as baseline tests, (Torgensen et al., 2007, p. 18-19).

Experimental methods to assess struggling readers' disabilities when done successfully structure the framework to close the gap in reading. Forming control groups is important in investigating students' reading performance. About the data from an experimental evaluation Melekoglu (2011) referenced that the "Connection between students' pretest reading scores and changes in their motivation scores, pretest reading achievement of students with LD positively correlated with improvements in their full survey scores" (p. 255). Performing tests and setting up categories to evaluate students, outlines the method of gathering data to place students in the proper control groups. In addition, comprehension checks must be a key component in the experiment.

Closing the gap in reading must include interventions that accommodate the whole child. Students must understand what they are reading to master the skills that are taught. Students' school records can also be a factor that can be utilized in experimental methods to analyze why there are gaps in reading. Key components such as enrollment,

attendance, suspensions, English proficiency status, free or reduced lunch status, and reading services are evidence that impacts closing reading gaps between struggling readers as well as proficient readers. School districts and school administrators must retrieve intervention products that impact the formality of closing the reading gap.

Interventions improve some reading comprehension skills. Leithwood (2010) remarked, "Some evidence associates variation in district (and school) performance with the extent to which these components of the technical core are aligned with relevant standards for student performance" (p. 253). The expectations of the impact of interventions need to effectively align with the core instruction.

Improving Reading Through the Use of Data

Quantitative tools support observational as well as correlational designs. These tools help summarize, organize, and simplify data. Improving the use of reading data is essential to comprehending readers learning abilities. Using teacher data from pretest and posttest classroom observational data, and student achievement data are mechanisms that improve the use of data. They reflect reading strategies used in instruction and student achievement data within formative and summative assessment periods. Formative assessments are simple assessments that capture students' abilities.

The relational-feedback intervention (RFI) database model is used in early learning environments and improves the use of data in decision making for early reading intervention programs. Thompson (2012, explained, "Data-driven decision-making activities at the classroom, building, school, and district levels became the automatic outcomes for instructional practitioners reacting to the university research team's

relational feedback intervention efforts" (p. 10). The RFI database model aligns classroom observation data to student achievement.

In addition, attending professional development improves the use of data for the effectiveness of student achievement. As professional development provides a comprehensive approach to teaching reading intervention effectively, it decreases the gap in reading achievement between struggling and non-struggling readers. The RFI database is a strong model to improve the use of data.

Overcoming challenges of reading require that administrators and instructional personnel communicate to parents the reading data results and areas of challenges where students struggle. This guides parents in assisting their children to achieve proficiency in reading. The school helps the parents by providing an in-house Parent Academy where they have complete access to resources that will prepare them with helping their child with schoolwork. Ikpeze, (2006), expressed, "Working in partnership with parents of struggling readers is therefore essential because such cooperation will help teachers to understand how the children relate to print outside of the classroom" (p. 50). Moreover, parental involvement is crucial to ensuring that their child is aware that they are concerned about their education.

Stakeholders are responsible for communicating students' progress to parents or guardians. As parents know the status of their student's progress, they can be proactive in helping their child to achieve in their academics. Therefore, parent-teacher conferences must be ongoing to ensure that parents are aware of their child's progress and are actively engaged in assisting them in achieving reading.

Retrieving useful data to change instruction and student grouping increases student achievement. Collecting baseline data on the student informs instructional decisions and improves the instruction. Likewise, collecting data to improve reading scores gives teachers the capacity to make effective decisions throughout the course of the year.

One tool that may be helpful to teachers is the relational feedback tool introduced by Carla J. Thompson. Thompson (2012) commented, "The model provides specific information regarding effectiveness and ineffectiveness of specific differentiated reading strategies relative to appropriately preparing teachers to work with struggling readers and students with disabilities in early reading programs" (p. 5). School districts could benefit from utilizing the relational feedback tool in schools to provide high-quality feedback to teachers as well as making informed decisions to enhance reading intervention instruction. The relational data base model provides feedback on the effectiveness and ineffectiveness of reading strategies used in classrooms.

Quantitative and qualitative data are essential for monitoring trends as I work to evaluate methods to improve reading through data. An experimental evaluation is a means of collecting the necessary data such as attendance and assessment scores to improve the achievement of students with reading disabilities. The data will provide a plethora of information such as whether there is a lack of attendance and poor assessment scores due to lack the lack of reading foundational and comprehension skills to explain how the LLI reading program increases student achievement in struggling students. Comprehending where students struggle with reading allows instructors to develop structured plans to increase their performance in reading.

Leadership stakeholders can formulate a monitoring plan to ensure that teachers, parents, and assessors collaborate continuously to achieve success in students. They can plan and collaborate utilizing specific data. Thompson, (2012) commented, "Classroom observation data were analyzed using multiple regression analysis to determine specific contributions of each of the eight subscales and 85 instructional strategies to student reading achievement." (p. 7). An observational tool such as Thompson's Classroom Observational tool helps evaluators to calculate and synthesize the data to drive the instructional decisions to increase reading scores in schools. I would suggest providing feedback to teachers for the improvement of their instructional best practices, so they can implement effective intervention programs to increase student learning.

Effective Reading Programs

Effective Core Reading programs provide substantial explicit reading instruction, which includes technology. Technology is an innovating way to engage students in reading as well as make learning gains in reading. Cheung and Slavin, (2012) commented, "There is some evidence that technology applications for struggling readers may be more effective with younger students than older students" (p. 296). Effective instruction developed from stellar reading programs are at the core of reading instruction.

Guided practice is an influential component to providing instruction to students with a small group approach. Guided group instruction allows teachers to teach the basic skills that students lack. In this way, students receive the attention from the instructor to accommodate their specific needs. However, students need to have a strong ability to comprehend text on their grade level. Therefore, ensuring that the basics of reading are mastered in guided groups increases students' abilities to become proficient readers.

Readers with learning disabilities need opportunities that enhances such as additional time on reading lessons, choral reading, silent reading, computerized interactive reading programs such as the I-Ready Reading computer program and partner reading to increase their reading abilities. Struggling readers with learning disabilities fall behind in grade levels. Melekoglu, (2011) stated, "Reading performance of students with LD is an average of 3.4 grade levels behind that of their peers without disabilities" (p. 249). To close this gap, students need Core interventions programs that intercepts the struggle with this learning deficiency.

In addition to the above-mentioned types of explicit instruction is the effective intervention reading programs that have differentiated instruction within them. Casey, L. et al. (2011) asserted,

> Four criteria must be present to ensure proper implementation of Response to Intervention (RtI), which include: (a) use of a multi-tiered system for academic and social intervention; (b) all interventions must be evidence-based; (c) there must be a routine, systematic monitoring system; and (d) there must be a data-based decision-making system. (p. 35)

Categories for subgroups need to be formed to effectively place students in their appropriate reading groups based on their tiered level. As the scale goes, students are tiered on levels from one to three. Tier one is the intervention that the entire class receives intervention through whole group instruction. The next step is to use Tier 2 where interventions are in smaller groups in class or by strategically ability grouping students among other classroom teachers. Lastly, Tier 3 is designed to support those

students who need more support by giving them additional pull out and push in support to enhance their reading ability.

Students who continually receive one-on-one attention from researchers, educators, and teachers benefit from these educators. Reading clinics that are established by many research universities offer quality and intensive remedial instruction to students with severe reading difficulties and for the training of literacy professionals. Students need engaging robust collaborative activities to effectively narrow gaps in reading. Lessons that are relevant to student learning must be designed and planned with the whole student in mind.

Conclusion

Without a doubt, by examining reading data, a complete evaluation would be ~~more~~ appropriate and scholarly. Assessing the problem of reading as well as evaluating trends in data are key to closing the achievement gap between struggling and proficient readers. Reeves (2009) found "Every organization-indeed, every person-suffers to some degree from a gap between intention and action. Leadership can make the difference", (p. 90). Leadership can make the difference by implementing effective strategies within its building.

Throughout my study, I evaluated trends that occur rather they are ones of improving or limiting struggling readers. I observed if the LLI program improves struggling readers ability to attain their goals to be a proficient reader. Furthermore, I observed data that proves possible defects in small group instruction. I analyzed as well as compared District A's Transformation Office schools' data is essential to measure the

effective use of LLI's programs in schools to comprehending how well the program service District A's schools.

Additionally, the goal of my evaluation was to detect whether the guided reading programs such as the LLI program deepened and expanded comprehension abilities through close reading. Furthermore, it was essential to observe if active student engagement increased students reading. More importantly, it was key that the teacher's monitoring process was exercised with fidelity of student progress through reading interventions. Finally, one of my most ultimate goals was to complete my study by observing the efforts of the LLI reading program to close the gap in reading instruction through providing students an outlet to learn how to effectively read.

CHAPTER THREE

Methodology

Research Design

In an endeavor to evaluate the efficacy of the Fountas and Pinnell's Leveled

Literacy Intervention program, I retrieved qualitative data. Those who participated in my

research consisted of a principal, assistant principal, senior administrators from the

district, and grades third, fourth, and fifth teachers in School A. School A is a Title I

school that is funded through 100% of free and reduced lunch as well as grants which

support student learning. I analyzed the perception of participants' observations of the

program.

The survey consisted of primary and secondary questions where participants were

able to comment as well as express themselves regarding the LLI program. As I

examined the responses from my survey questions, I utilized the information to attain the

perception of the participants regarding their point of view of the program. The survey

assisted me with understanding how teachers perceive the effectiveness of the

implementation of the reading intervention program. I needed to understand with teacher

input if there was sufficient time as well as fidelity implemented into planning the lessons

with validity.

Participants

I requested permission from District A's Research and Evaluation Department to

conduct research from School A. Upon approval of my application, I contacted the

principal of School A to proceed with my research. Because of the Coronavirus

pandemic, I could not provide teachers with hard copies of my survey. I therefore had to

email my written informed consent form to participants informing them of my study. The letter also explained to them that their participation was completely voluntary. Additionally, I informed them that their responses would not be shared publicly and would be locked up in a safe place for five years.

The key participants that are included in my collection of data are one principal, two senior administrators from the district, one third grade teacher, two resource teachers, and four anonymous participants who all have LLI student groups. The total number of adult participants that were included in my research are ten in the one targeted school. I selected this group of participants based on their direct contact with the LLI program as well as MTSS. The participants all had contact with students in grades third through fifth and were well versed in the student reading data.

Data Gathering Techniques

I requested and completed the process of National Louis University's Institutional Review Board, IRB. I, in turn requested permission from the district's Research, Accountability, and Grants Department to conduct research on their schools. I requested to extend my study through eight of District A's Transformation Office Title I schools. One school responded to my request, which included the ten participants. The concentration was on the LLI program as well as understanding how well it works with the MTSS process where the whole child is looked at.

Additionally, I requested permission to conduct interviews for my study. At the time of my request, I did not, receive responses from potential participants of School A so that I could conduct interviews. When the coronavirus pandemic occurred, School A's personnel were not available to participate face to face in my study. Once schools

reopened, my only mean of collecting data was through surveys that were sent via email. Test score data was retrieved from students' state assessments, i-Ready, and common assessments.

Data Analysis Techniques

Upon approval to conduct surveys, I contacted the participants utilizing the LLI program through email request explaining to them my purpose of conducting my study. At my request, three administrators (Appendix B), three instructional personnel (Appendix B), and four anonymous participants (Appendix B) accessed the survey through Survey Planet and completed my survey lending their perceptions of the effectiveness of the intervention that the LLI program provides for students who struggle with reading. Based on the individual responses of the survey, I was better able to grasp the concept of how the intervention program assists with the direction of best practices through the use of student data to concur with the MTSS process as the whole child is studied.

After online surveys were conducted, I then classified them into two separate categories of administration and instructional personnel. Utilizing the administrative and instructional surveys on Survey Planet, I totaled the data to gather a quantitative perspective of the results. To display the details of my data analysis techniques, I narrated my findings in written form of each question to compile my analysis of the questions. Likewise, it was essential for me to provide recommendations from the information that I collected as well as interpreted.

Ethical Considerations

As I prepared to conduct my surveys and interviews, I completed a process of written forms explaining my purpose for evaluating the LLI program for participants. In the informed consent, written form of communication ensured the participants that their responses to the surveys and interviews would be kept confidential as well as utilized for the sole purpose of my evaluation of my study. Participants were asked to complete the surveys and interviews after their workdays were finished.

The initial line of questions was conducted through surveys via Survey Planet. The survey was designed to be completed within a ten-minute time frame. The participants were informed that their participation was completely voluntary. In addition, they were informed that they could retract from the study at any time. Likewise, participants were informed that this study in no way interfered with their work ethics or home life.

I communicated to participants that there was no detriment for their participation in this study that would burden their lives. Teachers and administrators could conceivably retrieve student data from the LLI assessment and monitoring tool would be an asset that drives the preparation as well as instructional delivery for student enhancement. Collection of this data would allow teachers and administrators to monitor the progress of students' reading ability. Furthermore, volunteers would adjust lessons to accommodate the strengths and weaknesses of students who struggle with reading. The district approves of the Fountas and Pinnell Leveled Literacy Intervention program because LLI program is researched based.

Certainly, participants had the right to request any information that was related to their individual responses. I printed off the surveys and kept the surveys in a locked cabinet at my home as well as on my USB drive that will be kept on for up to five years. Their responses to surveys ~~were~~ made confidential where I only viewed their responses.

Moreover, participants' responses were kept private so that they would remain anonymous. Additionally, they were asked to refrain from removing any data or documentation that they viewed. I shared the results of the survey data on the Surveyplanet.com website.

Limitations

Participants were made aware of unforeseen circumstances that could impact the thoughts of others' perception of the LLI program. To protect the privacy of participants as well as organizations, pseudonyms were utilized in place of real names and titles. Participants were asked not to remove any responses to the questions. They were also not allowed to view the responses of other participants to protect the responses. In addition, it was imperative for me to keep the confidence of other participants' information personal that there would not be any room for criticism.

Additionally, during the 2020 school year, a pandemic known as the coronavirus, COVID 19 attacked the world. Just as I was approved by the District's Research Department to begin my research, School District A closed its schools to adhere to the state's mandated guidelines for the safety of all its employees and students. This unforeseen barrier prevented me from communicating with participants to ask them to participate in my study. Once schools reopened, I planned to begin the process of my

evaluation. However, after sending invitations to participants, I received immediate response from only one fourth grade teacher who completed the survey on the same day.

Barriers were created because of the corona virus pandemic that inhibited me from collecting surveys from potential participants at School A. I sent out Consent forms as well as my survey via Surveplanet.com to School A's staff members. Initially, I received one response from a fourth-grade teacher, who completed the survey immediately. I waited on more responses for several weeks. A total of nine more participants eventually responded, which brought the number of participants to ten.

Potential participants were hit with a new wave of infrastructures that needed to be implemented, participants were overwhelmed. Some participants extended their apology and explained that they were overwhelmed and frustrated. They explained that planning lessons for the new hybrid model of face to face learning and online virtual learning were challenging, and time was limited for them to complete the survey as soon as I needed it.

Conclusion

My purpose of this study is to evaluate the effectiveness of one school's administration of the LLI program as it is administered to students in guided reading groups to increase students' who perform below grade reading level to proficiency. A culmination of data assisted me with understanding how reading intervention programs are effective in increasing proficiency levels by targeting skills that hinder them from being affluent readers. The culmination of my discovery was an asset to teachers utilizing the LLI program that benefit their best practice instruction that in turn, increase their students reading performance. I recommend that the school district continually

provides supplemental reading intervention programs such as the Fountas and Pinnell's

Leveled Literacy Intervention program.

CHAPTER FOUR

Results

Findings

The comprehensive description of my organizational change that my program evaluation topic of evaluating one school's reading program to support struggling students through the use of data addressed my research questions. I conducted research at School A through surveys. I collected surveys through the Survey Planet website. Participants from grades third through fifth responded to my request to complete research on my study to evaluate the effectiveness of the reading intervention programs.

Additionally, I was able to collect data on District A's State Assessment, i-Ready results and LLI. I collected this data from the district's Performance Matters data base. I was able to make the connections in student assessment data from the 2016-2019 school years. The coronavirus pandemic prevented me from collecting data such as interviews. However, data points such State Assessments, i-Ready, and LLI were pertinent to understanding the low performing scores from assessments of students who struggled in reading.

The organizational change I would propose to District A is to ensure that a selected team of trained researchers thoroughly analyze reading intervention programs as well as their effectiveness that support the needs of students that effectively increase their ability to read with or without learning disabilities. The Leveled Literacy Intervention program is a reading intervention program designed to increase the ability of struggling readers. Teachers at School A were provided professional development to enhance their

instructional best practices when facilitating the program to students. According to Passy and Waite (2008),

> There is broad agreement that continuing professional development (CPD) is an essential part of teachers' professional lives; in the context of a rapidly changing society where new ideas about learning and teaching are continuously being explored, teachers need to keep abreast of curricular and pedagogical changes and to develop their professional capacity in the classroom in order to maximize children's opportunities for learning. (p. 311)

Teachers attended professional development to understand how to effectively utilize the components of the LLI resource. Approximately three weeks into the beginning of school, teachers, with fidelity, implemented the program into their teacher-led guided groups utilizing the strategies that they learned in professional development trainings.

The change leadership that I would propose is to have a sense of urgency when it comes to intervening in the education of struggling readers. Following the steps identified by Kotter, Kim, and Mauborgne (2011) provide an Eight Step Process that I would urge educators to have a sense of urgency when it comes to intervening in the education of struggling readers. Develop a team that research and analyze the data or results of students learning based on the LLI program. In addition, educators must develop a strategic vision of how they will accomplish their goals of the LLI program that will enhance student achievement in reading.

In addition to the steps described by Kotter, Kim, and Mauborgne (2011), I would recommend that professional development remains key to improving the instructional strategies as well as the effective implementation of the program. Educators attending

professional developments will continuously receive the informative information that intensifies their level of understanding to aid them with successful strategies. Professional development presenters present strategic plans that ensure the accomplishments of student success. Through the professional development reading designed trainings, teachers will extend their knowledge of the content as well as how to successfully attain or achieve the goals where learning gains for struggling readers are evident.

Furthermore, professional development must be ongoing to continually progress teachers' capacity to perform instructional best practices. In this way, teachers can expand their knowledge on understanding how to effectively read the data as well as know how to interpret it based on the skills learned through the professional development courses. As a result of analyzing the data with efficacy, teachers will have the opportunity to make decisions that drive instruction to differentiate the levels of their students. The LLI program assist with this because it is designed to differentiate the levels of instruction to accommodate the needs of students who struggle with reading. Teachers will note the benefit from guided group, or teacher-led instruction where they can utilize strategies to educate the students and equip them with the knowledge gained from professional development.

The purpose of my study was to evaluate the competency of the Fountas and Pinnell Leveled Literacy Intervention program to determine its impact with struggling readers. Based on Murray, Munger, and Hiebert (2014), "The LLI program appears to be in alignment with a meaning-emphasis philosophy" (p. 479). I developed perceptive survey questions where participants answered the questions online via Survey Planet. Of

the 20 participants that I invited to participate in my study, ten participants responded to the questions. I collected data from six instructional personnel and four administrators of one which was a principal, one an assistant principal, and two senior administrators.

Surveys

I administered ten Survey Planet surveys (Appendix B) to adult participants grades third through fifth instructional personnel as well as a principal, an assistant principal, and two senior administrators who are from the district dispatched to serve in School A to consummate insight of their perceptions of the effectiveness that the Leveled Literacy Intervention program has on students' performing below grade level in reading. Participants were asked to complete the questions on the Survey Planet online.

Table 1.

Survey Question 1

Highest Level of Education	Responses	Participants
High School Diploma	0%	0
Bachelor's Degree	30%	3
Master's Degree	50%	5
Other	20%	2
Total	100%	10

Note. Administrators and Instructional Staff Members obtained higher level degrees to teach all levels of students.

In response to the online survey questions for all participants (Appendix B) participants described their highest level of education that they have completed. Participants replied with 30% completing a bachelor's degree, 50% completing a master's degree, and 20% completing a doctoral degree. These data indicate that participants are qualified to teach effective lessons to struggling students. I would, however, recommend that instructional personnel continue to educate themselves through

professional development. Professional development is the prudent component that

enhances the pedagogy skills necessary for teachers to be successful in teaching.

Table 2.

Survey Question 2

Number of Years of Experience in Elementary Education	Responses	Participants
0-5	10%	1
6-10	10%	1
11-15	40%	4
16-20	10%	1
21-27	30%	3
Total	100%	10

Note. Participant's years worked in elementary school range from five to twenty-seven years.

In response to Question two, participants were asked, "How many years have you

worked in elementary schools? The responses ranged from five-27 years. Based on

these responses, I inferred from the data that participants obtained a degree in education.

With continual professional development, participants who do not have the strong

capacity to teach reading will build upon their reading skills. By doing so, they will in

fact earn the skills necessary to teach strategic reading intervention lessons to struggling

readers. No matter how long or short a teacher has been teaching, learning must be on-

going.

Changes happen in education often. I would advocate that when a change or

changes occurs, it would be conducive for stakeholders such as administrators, coaches,

and teacher peers to collaborate to collect concepts and ideas that work as a team.

Equally important, establishing favorable structures as a team to support the classroom

instruction is essential to mastering student achievement. The success of instructional practices happens when a team formulates a strategic vision as well as embeds initiatives to implement successful organizational change.

Table 3.

Survey Question 3

Subject Areas Worked	Responses	Participants
English Language Arts	100%	10
Math	70%	7
Social Studies	40%	4
Science	60%	6
Reading Intervention	10%	1
Total	280%	37

Note. The total number for the participants is out of the ten participants who participated in the survey. The number indicates how many of the participants responded to each of the areas worked. Out of the ten participants, each participant indicated that they have taught reading. However, the participants commented that they have taught other subject areas as well.

In response to Question three, participants were asked, "In what subject areas do you usually work or teach?" One hundred percent of the ten participants responded that they have all taught English Language Arts or reading and writing. Of the ten participants, seven out of the ten participants taught math.

One of them responded that they have taught reading intervention. Additionally, six of the ten participants taught science. Lastly, four of the ten participants responded that they have taught social studies. According to these participants responses, I interpreted these data to show most of the teachers taught English Language Arts. I concluded that the participants have background in all academic content areas.

Table 4.

Survey Question 4

Level of Satisfaction with Reading Program and Resources	Responses	Participants
Not at all	N/A	0%
Somewhat Satisfied	Yes	10%
Moderately Satisfied	Yes	70%
Extremely satisfied	Yes	20%
Total		100%

Note. Most participants utilization of the LLI program stated they were satisfied with the reading program and resources. Professional development will guide them with instructional strategies to infuse instructional best practices.

In response to Question four, participants were asked to comment on this question, "What is the satisfaction of their school's reading program and resources that they use?" One hundred percent of the participants responded to the question. One participant was somewhat satisfied with the reading program and resources. Seven of the participants were moderately satisfied with the reading program and resources while 20% were extremely satisfied.

I analyzed that the results reflected that 70% of the participants unveiled that they were moderately-satisfied with the reading program and resources. Reading intervention materials are key in ensuring that educators have what they need to teach the components of reading successfully. As they analyze their students' needs, they are able to examine if the reading intervention materials are comparable enhance student learning in reading.

Table 5.

Survey Question 5

Data Meetings	Responses	Participants
Not at all	0%	0
Sometimes	0%	0
Bi-weekly	90%	9
Weekly	10%	1
Total	100%	10

Note. Data meetings drive best practices decisions to increase students' academic achievement in reading.

In response to Question five, participants were asked to respond to "How often are data meetings held to discuss the data, trends and solutions?" Ninety percent of the participants responded that meetings were held bi-weekly. Ten percent of the participants responded that data meetings were held weekly. I inferred that these data revealed that nine participants responded that data meetings are held either weekly or bi-weekly where conversation held for the improvement of instruction as well as student achievement.

I would suggest that administrators and the leadership team host data meetings as a grade level for reading as well as individually with each teacher. Monitoring structures and plans should be developed to see if they are working. The data is important in driving instruction to differentiate it. Additionally, remediation plans for intervention can be adjusted to meet the needs of student learners.

Table 6.

Survey Statement 6

Data Driven	Responses	Participants
Not at all	0%	0
Somewhat satisfied	10%	1
Moderately satisfied	60%	6
Extremely Satisfied	30%	3
Total	100%	10

Note. School wide data meetings held with individuals and grade level teams are conducive to teacher preparation for effective reading intervention lessons.

In response to Question six, participants were asked, "How well do they feel data meetings drive the preparation of effective reading instruction at your school?" Ten percent of the participants felt somewhat satisfied with the preparation of how well data meetings drive instruction. Thirty percent of the participants were moderately satisfied with how well data meetings prepare them for instruction.

Sixty percent of the participants were extremely satisfied with the preparation that data meetings drive their instruction. Data is one of the most prominent sources to student achievement and cannot be ignored. Facilitating data meeting with teams is effective for the organizational change.

Therefore, I would propose to the school's administrative team to develop a Data Meeting calendar to lock in tentative dates where meetings will be held. They must be held to monitor the structured plans that are established. If data meetings are cancelled, is essential that they are rescheduled for the next earliest time available. This ensures that no matter what the circumstance is, data meetings are held for the benefit of student academic achievement.

Table 7.

Survey Question 7

Benefits of Reading Intervention Program	Responses	Participants
Fluid Groups	10%	1
Improve Reading Skills	30%	3
Address Skill Deficits	20%	2
Bridges Educational Gaps	40%	4
Total	100%	10

Note. Reading intervention programs are essential to students with reading disabilities to increase their underperforming skills in reading.

In response to survey Question seven by writing in their responses to the question, participants were asked, "What are the benefits of your school's reading intervention program on the success of students' academic achievement?" Participants responded that student groups were fluid to meet academic needs. In addition, one participant responded that the benefits of the LLI reading program addresses the skill deficits where the reading interventions tailors to individual needs. The data revealed that participants reported that implementation is key and that the program enables our instructional staff to meet the needs of targeted schools.

Furthermore, participants responded to Question seven stating that reading intervention programs bridge educational gaps due to cracks in their foundational skills to achieve in reading. Overall, participants commented that when the LLI reading intervention program is taught with fidelity, there is improvement in students' academic achievement in fluency, building vocabulary and comprehension skills. Specifically stated, the LLI trickles over into the mastery of other subject areas such as writing, math, and science. Participants believed that reading intervention programs are implemented based on the analysis of what the students need as better readers are built. Administrators

must monitor their school's reading intervention programs to ensure that they are accommodating the needs of students to increase their reading capacity.

Table 8.

Survey Question 8

Benefits of Extra Reading Support Programs	Responses	Participants
Improve Reading Skills	30%	3
Extra Support in Reading	40%	4
Smaller Group Size	20%	2
Reinforce Reading Skills	10%	1
Total	100%	10

Note. Through additional reading programs provide more one on one or small group instruction.

In response to Question eight, nine of the participants commented on the question by writing in their responses to the question, "What are the benefits of both After School and Saturday School?" Most of participants responded that they provide extra support and accommodate families with multiple of opportunities of growth and support. Additionally, one participant suggested that the After School and Saturday School Programs improves reading in a more personalized way. Another participant remarked that they are beneficial if students attend one reading program or the other.

As a result of the teacher responses, I conclude that programs such as After School and Saturday School are beneficial as they provide additional support to accommodate students' reading ability. School principals should invite their bottom 30% of students performing below grade level as well as their "bubble" students to before or after school tutoring or Saturday School programs. Bubble students are those who are performing on the cusp of either moving up or down on the spectrum of performing on

level in reading to programs such as the LLI program. Additional reading programs

expand student achievement and may include smaller group instruction.

Table 9.

Survey Question 9

Challenges for Improving Deficient Readers	Responses	Participants
Importance	20%	2
Lack of Motivation	20%	2
Limited Foundational Skills	10%	1
LaunchEd Live/NonFace to Face	20%	2
Attendance	10%	1
Successful Implementation	10%	1
Instructional Support	10%	1
Total	100%	10

Note. Challenges prevent deficient readers from learning. It is essential that a team is created to investigate what prevents students from learning, and then establish a strategic plan to eliminate the barriers.

In Question nine, the ten participants responded to, "What challenges do you

perceive interfere with improving reading proficiency among students at your school?"

Three of the ten participants cumulatively stated that students are not excited as well as

they do not see the importance of reading because they lack confidence. Moreover, two

participants expressed concerns about virtual and face to face learning during the school

year. One of the participants revealed that the barriers are foundational skills such as

phonics, fluency, and comprehension skills. Lastly, the remainder of the participants

stated that there is a lack of Tier III support for struggling readers.

Based on my analyzation of responses for Question nine, I determined that

participants feel that students struggle with the foundational skills of reading. It is

evident that participants believe that they lack the necessary skills to perform as readers.

Phonics, fluency, and comprehension skills are key components to boost the morale of students with reading disabilities to successfully comprehend what they need to know as a reader.

In addition, I inferred that participants are concerned with the comparison of the face to face and virtual learning. They feel as if the hybrid model would prevent them from effectively teaching students who are not in class in the face-to-face setting. Participants would be more equipped to teach struggling readers if they have the essential tools. In this way, they eliminate the challenges that prevent them from successfully teaching readers who struggle with reading.

Table 10.

Survey Question 10

Disadvantages in Reading Instruction	Responses	Participants
Teacher Preparation	10%	1
Time Consuming	20%	2
Close Gaps in Reading	10%	1
Teacher Capacity	20%	2
Reading Instructional Support	20%	2
Below Level Readers	20%	2
Total	100%	10

Note. Administrative leaders are charged with establishing plans that accommodate teachers for the success of their reading instruction.

All ten participants responded to Question 10, "What disadvantages have you noticed in reading instruction at your school?" Two respondents stated that a disadvantage in reading instruction at their school is time. Another participant responded that teacher preparedness and knowledge of standard or instructional flow changes often.

Two teachers alluded to the lack of consistency with effective small group as well as highly qualified teachers.

Additionally, two participants responded that teachers get frustrated because they must fill gaps that should have been addressed in primary grades. A participant also responded that students who cannot read generally shy away from reading while other students perform better in reading and answering questions than they do. In addition, they commented that it can be quite difficult to meet the needs of struggling readers when most of your class is reading two or more years below grade level.

I interpreted these replies to Question 10 as barriers where I expected that participants would respond to the disadvantages that they encountered as they implemented the LLI program. The allocation of time certainly poses as an issue. Strategizing a plan to provide teachers with additional time to develop reading intervention lessons will help teachers to be successful in aiding students' achievement. Another issue is the ability to prepare effective lessons due to the lack of time.

Also, having knowledge of the State standards will build the capacity of teachers' pedagogy for instructional delivery. All the while, teachers should refer to the State Standards to comprehend how to effectively teach rigorous standards-based lessons. Furthermore, there is a lack of consistency with working with small groups that is coupled with teachers who have the capacity to effectively teach students with reading disabilities and students having the confidence to read compared to that of their peers who perform on grade level or higher.

Table 11.

Survey Question 11

Adequate Instructional Support	Responses	Participants
Adequate Support	50%	5
Non-Adequate Support	40%	4
Unsure of Adequate Support	10%	1
Total	100%	10

Note. Adequate support is needed to have effective differentiated reading groups.

All ten participants responded to question 11, "Is there adequate support to teach student groups in addition to the classroom teacher?" with 50% of the participants responding "yes". Four participants responded no to the question stating that there is not enough support to either complete groups, cannot accommodated the number of struggling students that are reading below level, or more support is needed. One participant responded that they were not sure if there is adequate support to teach student groups in addition to the classroom teacher.

I interpreted these responses as additional support that needs to be ~~is~~ provided for intervention groups. It is also, however, my interpretation that more support is needed, and the additional support needs to be monitored to ensure that the bottom 30% student groups are pulled. This also ensures that teachers are not bundled with more students in their small group. Keeping groups small with no more than eight students is beneficial to providing more contact support to students.

Table 12.

Survey Question 12

Tiering Students	Responses	Participants
Tiered Level Groups	50%	5
Homogenous Groups	10%	1
Data Assessments	40%	4
Total	100%	10

Note. The MTSS process is essential in evaluating the whole child to obtain an idea of where the struggling reader lack reading skills.

In response to Question 12, participants were asked, "How does the school target each category of students to tier students through the MTSS process to provide them with the necessary interventions to increase performance?" One hundred percent of the participants responded that their school targets their students through various categories. The following categories were mentioned in participant's responses: Extra Hour Reading, placed in correct groups, assessment with baseline data, utilizing staff members appropriately to support, progress monitoring for homogeneously groups based on outcomes, Tier II and Tier III students are provided more intensive support, and the school uses the bottom 25% of students to target the deficiency.

Through analyzing the data, I determined that the MTSS process is being carried out with fidelity. The Reading Specialist as well as the MTSS Coach have embedded the structure that support the tiering of students in groups that are conducive to their reading level. I would recommend to the school's administrator to monitor student groups through the MTSS process. Collaborate with the school's psychologists, MTSS Coach as well as the instructional staff members to have discussions about groups as well as ensuring that they are fluid. In this way, stakeholders can devise strategic plans to

support the instructional support as they utilize the MTSS process to look at the whole

child through the MTSS process to provide the necessary accommodations to students.

Table 13.

Survey Question 13

Recommendations to Modify Reading Program	Responses	Participants
Smaller Group Size	10%	1
Administer Preassessment	30%	3
Trainings	10%	1
Temperature Checks	10%	1
Targeting Deficits	10%	1
Attendance	10%	1
No Response	10%	1
Total	100%	10

Note. Schools' reading programs need to be modified if they are not effective in increasing the status of student achievement.

In response to survey Question 13, which stated, "What recommendations would

you provide to modify your school's reading program to improve student proficiency in

reading?", 10% of the participants did not respond. Thirty percent of the participants

responded that students need a pre-assessment before placing students in student groups.

Twenty percent of the participants explained that sometimes the groups are too

big and need to be smaller for accurate instruction. Twenty percent of participants

responded that attendance is an issue. Also, 10% of the participants responded that the

programs are good that we use now. Moreover, 10% of the participants discussed that

more funding for training connections is needed to close the gaps.

Additionally, a participant recommended that temperatures checks are

administered every five weeks to monitor the progress of students. Another participant

recommended to consistently provide efforts for students with areas of deficits. They

suggest that if a teacher is absent for their small group, a coach or other resource support can pull the student that would closely mesh to their small group.

I recommend that guided group instruction is fluid. This is where students are provided with more one-on-one support. Reading centers should also be set up for students' independent practice. Reading center work must be standards-based to mirror that of whole group instruction. Student groups will be fluid when they are ability grouped, which allows the teacher to teach students with reading intervention materials on that level.

Table 14.

Survey Question 14

Students Making Progress	Responses	Participants
Yes	40%	4
No	0%	0
Making progress	60%	6
Total	100%	10

Note. School leaders should continuously monitor the student data to know if students are making progress with the LLI program.

Survey Question 14, "Are students at your school making progress at an acceptable rate?" 40% of the participants remarked "Yes" to this question. Sixty percent of the participants responded that some students are making progress or learning gains but need to be move further. They also stated that there is still room for improvement. They believe with sufficient resources in addition to progress monitoring as well as data analysis, it will ensure that growth does occur.

I recommend that the school's leadership team meet to discuss data points such as reading common assessments and i-Ready Reading assessments. Student groups need to

be revisited and revamped to meet the academic needs of struggling readers. Analyzing

reading data will not only drive the direction of teachers' instruction, but their student

groups as well.

Table 15.

Survey Question 15

Short Term Goals	Responses	Participants
Meeting Short Term Goals	60%	6
Not Meeting Short Term Goals	0%	0
Making Progress Toward Goals	30%	3
Unsure	10%	1
Total	100%	10

Note. Attainable short-term goals should be set for students to help them to achieve their
reading goal.

In response to survey Question 15, "Are students at your school meeting short

term goals?" 60% of the participants responded with a simple "Yes" to the question and

provided no further explanation. Thirty percent of the participants stated, "Yes" and said

"Students are making some progress. Of this 30%, one participant claimed they are

meeting short term goals to help them reach long term goals." In addition, a participant

stated, "Yes" and explained, "According to the data, we are progressing at a steady rate."

Moreover, 20% of the participants commented, "Some are making progress and

others are not. The participants also commented that behavioral issues and student

motivation play a part in students achieving their goals. Lastly, 10% of the participants

remarked, "Not sure yet." The majority of the participants (60%) believe that short term

goals are being met. However, long term goals are a factor in making progress in reading

more so than short term goals.

Participants look at data and conclude that progression is happening continuously. Behavioral issues and nonstudent motivation appear to affect the academics of student achievement. I would suggest revisiting the school's behavioral plan and restructure classroom systems that are useful to the student's learning environment. Certainly, analyzing multiple data points will assist with monitoring the students' growth. Educators must set short term goals that allow students to attain their academic goals.

Table 16.

Survey Question 16

Adjustment to Teaching Reading Instruction	Responses	Participants
Instruction Needs Adjusting	30%	3
No Adjustment to Instruction	70%	7
Total	100%	10

Note. Based on student reading data, adjusting the instruction is conducive to students' learning environment.

In response to survey Question 16, "Does the instruction in teaching need to be adjusted or changed? If so, why, and how?" Thirty percent of the participants responded, "No" to this question. Of the 30% of these participants, 20% of these participants explained that the lessons need to be more engaging or to continue to follow the instructional focus calendar. However, 70% of the participants remarked, "Yes." I analyzed the data to show that respondents believe that adjustments need to be made with either ineffective teachers or instructional delivery.

Specifically speaking, just as one administrator replied, I agree that teachers need to change their mindset to deliver instruction that meets the needs of students. Furthermore, participants can monitor the progress of their structured plan through pulse checks every four weeks to move student groups based on the data. To be effective, the

team must make necessary adjustments to their structured plan. Reviewing instructional

plans essentially provide teachers with the wherewithal to adjust their teaching pedagogy

where they accommodate student learning with effectively planned lessons.

Table 17.

Survey Question 17

Additional Comments	Responses	Participants
Yes	10%	1
No	60%	6
Feedback	10%	1
No Comment	20%	2
Total	100%	10

Note. Feedback regarding the LLI program is essential because they are additional
thoughts about the reading program.

In response to survey Question 17, "Is there anything else you would like to add

regarding reading instruction at your school?", 10% of the participants responded that

they welcome additional feedback on how we can improve our school and the daily

instruction that takes place. Sixty percent of the participants responded, "No" to this

question. Twenty percent of the participants responded. "Not Applicable" to the

question. Based upon the feedback from respondents, I concluded that 10% of

participants would like additional support on improving their school's daily reading

instruction daily. Providing teachers with additional support ensures them they can trust

that their administration to accommodate them with the necessary tools to be successful.

Organizational Changes

Bolman and Deal (2017), commented, "Over time, an organization develops distinctive beliefs, values, and customs" (p. 258). Education reform is needed to improve the status of low performing schools through technical and transformational change. Though technical and transformation change may be challenging, administrators must develop structured systems to increase student growth for students with learning deficiencies in reading. Wagner et al. (2006), commented, "A technical challenge is one for which a solution is already known-the knowledge and capacity exist to solve the problem" (p. 10). Therefore, while systems appear to be systemic, essentially it is necessary to resolve barriers preventing improvement in schools.

Additionally, transforming organizations is challenging when many students are performing below proficiency. Wagner et al. (2006), remarked, "Transforming organizations to meet adaptive challenges and become knowledge-generating versus merely knowledge-using organizations" (p. 11). Change is inevitable within a district or a school and it is necessary to happen. District officials often meet to make decisions based upon necessary changes. Stakeholders often review and modify structures to accentuate the current trends as well as make a school system or structure operable.

Accountable systems are the key components that stakeholders must include in their change plan. Effective rigorous lessons that embed rigorous standards to meet the needs of at-risk struggling readers to escalate their reading capacity. The 4Cs of context, culture, conditions, and competencies are segues to transitioning from causes that prohibit school leaders from operating their buildings efficiently to bestowing upon a school the morale that increases student achievement.

Moreover, the culture of a school that has low performing readers who live in poverty need well equipped teachers. Continuous professional development is the key component that prepares teachers with strategies that lead to the success of student achievement. Teachers become confused with how to plan effective lessons with the essential components needed for student mastery. According to Wagner et al. (2006), "Professional development is primarily on-site, intensive, collaborative, and job-embedded, and it is designed and led by educators who model the best teaching and learning practices" (p. 31). Professional development that thoroughly provides teachers with reading intervention strategies to plan effective lessons is the crucial tool that teachers need to acquire and enhance their pedagogy skills.

My change leadership plan is represented visually in my As-Is Chart (Appendix D). The framework of my change leadership plan is inclusive of the administrative team, which is the school's principal and assistant principal to assist them with transforming their school from low performing readers to proficient readers. The school's principal was moved to School A two years ago and was tasked with the challenge of improving the school's grade. The Transformation Office provided a team of support of senior administrators as well as coaches from the District.

According to School A's 2016 state assessment reading data, teachers missed opportunities to fervently teach struggling readers strategies for rigorous lessons with standards-based instruction because of their impoverished pedagogy skills. Time is the primary factor of teachers planning rigorous reading intervention lessons. Teachers' planning time is obscured with other content areas such as reading, math, and science. The principal is accountable for ensuring that their teachers' pedagogy skills are

effective. Therefore, principals and teachers can collaborate to analyze critical skills that students need improvement their reading amplitude.

Context

Based on Wagner et al. (2006), "Skill demands all must meet to succeed as providers, learners, and citizens and the particular aspirations, needs, and concerns of the families and community that the school or district serves" (p. 104). The purpose of this study was to evaluate one school's reading intervention programs to support struggling readers using data. Additionally, my study evaluated reading abilities of students with low-socioeconomic status. School A is a low-performing Title I school in School District A. Its reading proficiency data for the school periods of 2016 to 2017 is 34% to 2017, 2017 to 2018 is 28% and 2018 to 2019 is 28%. From 2016 to 2018 it showed a score of deficiency of 6% and from 2018 to 2019, its rates were plateaued at 28% for two consecutive school years.

The students within School A lack reading skills that meet the need for them to be reading achievers. They have a track record of performing below grade level in reading for four years, which cause the State of Education to observe and monitor its functional operations to promote proficiency for two consecutive years. Because of the intense support that students need in reading, more intensive support was provided utilizing the LLI reading program. In addition, extra assistance was used from resource personnel to assist with reading intervention guided groups.

After implementing the LLI reading program during its reading Extra Hour guided group instruction for the 2017-2018 to 2018-2019 school years, students' i-Ready growth monitoring assessment results comparably show that students performed at

proficiency level in reading. Reading achievement scores were not at mastery compared to the State and district score card. Therefore, it resulted in extra support from District A's Transformation Office. District Senior Administrators as well as District Instructional Coaches were provided for year- round continual support. Within the two years, they made learning gains with the implementation of the reading program.

The principal participant's first year serving at the District's Transformation Office at School A was brought in for the 2019-2020 school year and remains there in 2020-2021 as an administrator challenged with improving the school's grade to a "C" or higher. The school's administrator received support from the Transformation Office to devise effective plans to enhance, or increase struggling students reading ability. Teachers were tiered with the students in mind, which meant that careful considerations were made when linking the teachers to the students. Although the school's leader was unknowledgeable of the staff members, area superintendents, executive area directors, and senior administrators were well versed with the majority of the staff members and knew how to differentiate teachers with differentiated classes while implementing a balance within the class levels.

Action plans were developed to support teachers' instructional delivery reading professional developments were provided in house as well as by the District's Transformation Office. Within the action plans, the school administrators, school's leadership team, district officials and coaches monitored the progress daily and provided feedback to continuously improve the instructional delivery in class.

Culture

According to Wagner et al. (2006), "Culture as the shared values, beliefs, assumptions, expectations, and behaviors related to students and learning, teachers and teaching, instructional leaderships, and the quality of relationships within and beyond the school" (p. 102). Specifically speaking, the mindset of stakeholders must be in one accord for systems to excel to close the gap of struggling readers to that of their student peers. Bolman and Deal (2017) remarked, "A pattern of shared basic assumptions that a group learned as it solved it problems of external adaptation and integration, that has worked well enough to be considered valid and therefore to be taught to new members as the correct way to perceive, think and feel in relation to those problems" (p. 258). It is imperative that the culture of the school's temperature contains positive paths for the benefit of the school.

Part of the culture of School A is lack of support with students' low performance in their academics. Their families are categorized as having low-socioeconomic status. The impact of the students' family plays a role in students performing below grade level in reading. Most of the students' parents must work to support the home and therefore, cannot support their children with homework or study for tests.

The school can provide a Parent Academy to build parents' capacity. The school could provide detailed literature to parents about the Parent Academy. The Parent Academy would provide parents with resources to successfully assist with their child's educational needs. The school's Parent Academy resource room would be set up with educational materials that consist of reading, writing, math, science materials, and books of all genres to enhance their child's reading ability such as fiction and nonfiction. The

Parent Academy also could consist of technology support that enhances parents' capacity to aid their students with computerized lesson such as I-Ready Reading. The school could set up a calendar and provide it to parents at the beginning of the school year.

In addition, students lack support with the necessary instructional support in reading. Some teachers have low expectancy for the students who struggle with reading. There is a deficiency in commensurate professional development, or training support for preparation for their students. However, that culture has changed under the new leadership of the newly assigned principal. Teachers have been more prepared as targeted professional development opportunities became available.

Without a doubt, teachers at School A put forth the effort by showing up each day to teach their students. They utilize best practices to plan effective standards-based lessons for small group instruction. The principal has observed and monitored teachers' capacity to teach rigorous lessons to increase the reading ability of students. Coaching support was also provided for each teacher on the Tier 2 and 3 levels to assist with guiding them in rigorous and engaging lessons. Teachers were charged with looking at the whole child and accommodating their needs.

Conditions

According to Wagner et al. (2006), "Conditions are the external architecture surrounding student learning, the tangible arrangements of time, space, and resources" (p. 101). Teachers are challenged with teaching a variety levels of students at School A. Most students are Black and Hispanic. In 2018-2019, 46% of the Black students performed below grade level in reading. Additionally, 50% of the Hispanic population preformed below reading proficiency in that same year. Moreover, in the 2018-2019

school year, 40% of the Black students performed below proficiency. Likewise, 30% of the Hispanic population performed below proficiency.

They enter in testing grades third through fifth performing below grade level in reading. They lack the foundational and comprehension skills in primary grades to comprehend what is needed to successfully achieve in reading in upper elementary grades. Teachers were held accountable for increasing these subgroups' reading performance with intensive support provided by coaching support as well as the essential resources that support student learning.

Analyzing and understanding student reading data to adequately group the low performers is essential to the structural organization of effective reading intervention. Data drives the decisions needed to productively teach reading lessons. Therefore, through common planning, opportunities are provided for teachers prepare effective lessons by analyzing data with the school leader, senior administrator, reading coaches, and teacher teammates.

Time is an additional factor that contributes to the conditions of teachers performing effective lessons to move their students. Teachers work a seven and a half hour workday, and time is limited for planning out lessons with efficacy. Although reading common planning time is carved out one day during teachers' work week, very little time is spent on preparing the productive lessons for reading intervention. Other times such as untouched planning and Wednesday afternoons that are not scheduled for content areas outside of the reading interventions professional development are allotted for professional development for the reading intervention planning.

The school leader has included on her professional development calendar dates

set aside for trainings for the LLI program. While preplanning dates are scheduled for teachers to work in their rooms in addition to plan with their teams, scheduled time is not available for reading intervention. However, the District's Transformation Office's senior administrator periodically comes to provide professional development on the LLI reading program. During this training teachers learn how to maneuver through their leveled kits as well as provide students through effective lessons with mini lessons that are given at the beginning to target missing foundational skills.

Teachers needed to monitor students' reading achievements performing informal assessments bi-weekly. Teachers were accountable for monitoring the growth of student learning. Examining the data allows adjustments with pedagogical skills as well as narrows the gaps in student achievement. By examining informal assessments as well as teachers' anecdotal notes based on their observations, students' reading needs were achieved.

I had the opportunity to visit a professional development provided by the senior administrators and found that teachers lacked understanding on how to effectively utilize the components of the LLI reading program. They appeared to have AHA moments of understanding as they were provided professional development and in addition, were able to asks the "How To" questions. The professional developments must be driven by check points with the teachers. Additionally, they must be continual, or ongoing.

Competencies

Based on Wagner et al. (2006), "Competencies as the repertoire of skills and knowledge that influences student learning" (p. 99). I reflected on how administrators as well as reading coaches will meet to track the progress of teacher implementation of the

program and the work of students. I want to know if the administrators and leadership team will continually conduct walk throughs throughout the school year. Equally important, I want to know if the school's leadership team will conduct pulse checks to provide feedback to teachers to assist differentiating their reading intervention guided group lesson plans to adjust their pedagogical skills.

As a future school leader, I will consider my research and observations in terms of utilizing my findings to improve my effectiveness as an instructional leader. It is essential to have critical discussions with stakeholders from district officials and the school leadership team. I understand that it is crucial for me to continually elicit feedback and work with the team of stakeholders to develop the necessary support for teachers as they implement the LLI reading program with fidelity. The knowledge that I have gained based on my study informs me that barriers could potentially cause roadblocks in instructional delivery, which in turns lessens the chance to narrow the achievement gap in struggling readers learning.

I will need to create plans to keep the movement of the reading intervention program successful. As I develop strategic plans, I will include in my budget the financial capacity to purchase the necessary funding needs to purchase resources that minimize any issue that could arrive due to a shortage in resources. Conduct rounds of surveys for feedback to hear from the voices of teachers and resource support. Analyzing student achievement data, will motivate me to implement ongoing effective professional developments and resource support for student groups. Adhering to the guidelines of the State standards will guide me in ensuring that I am providing teachers with the tools needed to successfully achieve their goals to increase the achievement levels from

deficiency to proficiency.

Interpretation

The purpose of this evaluation was to study the implementation of one school's reading intervention program and how well it supports struggling readers using student data. Additionally, through my study, I evaluated the reading disabilities based on student demographics based on low-socioeconomic students. Seventy percent of participants responded to my online survey to say that the LLI program is effective in increasing student achievement in struggling students' reading. However, the response also indicated that more training on the program was needed. Administrators indicated that professional development was provided to support the pedagogical skills of teachers.

For the most part, administrators and teachers responded with the common perception of where students lacked support in reading. Administrator's observations as well as professional development prepared teachers to implement the reading program with fidelity. To effectively get teachers to utilize the tools, they had to buy-in to the LLI program. The professional development trainings afforded the teachers to understand the program more. Surveys and researched study provided me a more in depth look at how participants perceive the LLI program as it is used for the whole child.

Dialogue between administrators, coaches, and teachers must be continuous. It is evident from my surveys that there is a strong system of communication about the plans of reading intervention. Time is a primary issue impacting teachers' ability to plan strategic lessons and collaborate with administrators and coaches. Appropriate planning time is integral for teachers ~~must discuss~~ to develop strategic reading intervention lesson plans.

The School A District provides schools with an approved list of reading curriculum at the beginning of the school year. Funds are allotted in the administrators' budget to disperse monies to reading intervention resources. The LLI program is one of the influential reading resources that the district has invested in to accommodate student learning.

Judgments

After carefully reviewing my surveys, my analyzation of the data answers my primary and secondary questions. In addition, most participants responded to my survey questions. Participants' perceptions unveiled that they could support the strategies of the LLI reading program and believe that the program meets the need of student learning. Some of the participants, however, believe that the reading intervention program needs strategic structure to implement the LLI program to effectively meet the needs of the struggling readers. Therefore, strategically planning lessons that are specifically designed with fluency, phonics and phonemes, and comprehension prepare students with skills needed to be successful. Additionally, participants responded that the components of the LLI program are essential in teaching the skills that they need to increase student learning.

Moreover, respondents stated that challenges hindered the fidelity of the implementation of the LLI reading program. Some examples of the challenges are lack of planning as well as the lack of knowledge that relates to the full understanding of the standards. Additionally, they responded that they need to overcome this challenge by having them develop authentic standards-based questions. The more culminating factor that trump these is time. Time is the factor that contributes to effectively planning

lessons. Teachers were challenged with maximizing any available planning time that allowed them to plan for effective reading intervention lessons.

The secondary questions coincided with the perceptions of the participants where they detailed the factors that impacted the implementation and the effectiveness of the LLI reading program. For example, stakeholders explained that they have observed and noted improvement in the fidelity of implementation of the instructional delivery with the program as it relates to the increase of student achievement. Additionally, participants indicated that challenges impacted the effectiveness of the implementation of the LLI reading program. For instance, lack of Tier III support revealed the fidelity of the instruction for students who needed more intense support in reading.

Respondents indicated that the LLI program was administered during two portions of the student's day. These times were in the morning during Extra Hour Reading and during the reading intervention time. Administrators monitored that teachers were not thoroughly prepared because of the time barrier.

Furthermore, student groups lacked teacher-led support because of a shortage of resource teacher support. Stakeholders explained that when a teacher was absent for the day, there was not a plan for their student group to be pulled by another teacher. Students would stay with their homeroom teacher and would be instructed to log onto i-Ready reading for that time and work on lessons assigned.

Equally important to note, instructors commented that they believe that for the most part, the LLI program had effective components that improved students' achievement. However, teachers stated that barriers were factors that contributed to the effectiveness of the LLI program's delivery. For example, effective teacher planning,

lack of time, limited teacher resources, and reading strategies that are included in the teacher's lesson plans all contributed to the prevention of closing the reading gap for struggling readers.

Recommendations

The purpose of my study was to evaluate the effectiveness of the Leveled Literacy Intervention program and how well its efficacy closes the achievement gap for struggling readers in grades third through fifth with reading disabilities. Students with reading disabilities are observed through the MTSS process. The lack of implementing the LLI program with fidelity left open ponderings about the fidelity of the LLI program. Student data on i-Ready and reading common assessments suggest that the implementation of the LLI program needs more attention to successfully increase struggling students' learning in reading.

I suggest several recommendations to address the organizational change to close the reading achievement gap for struggling readers. Professional development is a key component to complementing teachers with supporting teachers' instructional best practices as they support struggling readers. Comprehensive professional development must be provided continually in house as well as extended from outsources that are approved by the district to expand teachers' knowledge with the essential tools and strategies needed for effective instruction.

School administrators can form a change coalition team to collect feedback from stakeholders to remove barriers that prevent teachers from implementing structured plans for reading intervention programs such as the LLI reading program with fidelity. According to Kotter, Kim, and Mauborgne (2011), "A high sense of urgency within the

managerial ranks helps enormously in putting a guiding coalition together" (p. 8). In this way, the team can collaborate to discuss what their individual grade level teams need. Effective action plans are put together to drive the monitoring of how well the plans are executed and working to improve the support of teachers and students.

Data can be observed and monitored to develop an instructional focus calendar to monitor the progress of the plan. After the instruction and monitoring has occurred, the team must reconvene periodically to discuss data trends. Additionally, administrators will have data for review to assess the implementation fidelity and progress, and program effectiveness.

The organizational change that I would suggest is to develop a thorough strategic action plan that allows teachers time within the day or even during the week to specifically plan their reading intervention lessons. Therefore, I recommend that additional time is scheduled within the teachers' day or week. For example, principals can have resource support, or substitute teachers to cover teachers' classrooms while they attend professional developments. In addition, I recommend providing extra time for planning effective lessons from strategies attained from professional development. More importantly, an agenda should be created and shared with participants to focus on strategic planning.

According to Reeves (2009), "The role of the hierarchy in organizational change is typically to communicate the essential message of change" (p. 50). I selected this organizational change to provide teachers with additional time to plan lessons outside of their scheduled planning times so that it would not interfere with teachers' contractual time to plan as well as interfere with common planning times for other academic areas.

Additional planning will provide teachers with the necessary time to go more in with effective lesson planning. Teachers can also provide their support person with strategic plans that help with their student groups.

Conclusion

According to my findings, performing surveys and analyzing their results, I became knowledgeable of the utilization of the LLI reading intervention program as well as the effectiveness of other reading programs that are used by others to increase their student achievement in upper elementary grades third through fifth grades. Additionally, I understand that struggling readers need more support on the Tier III MTSS process. Analyzing where the underlying issues are with struggling readers close the reading gap in their achievement. Specifically speaking, students struggle with foundational reading skills such as phonics, phonemes and fluency skills that affect them from accurately understanding how to comprehend literary and informational text.

Reading intervention programs such as LLI need effective implementation for student mastery. The 4Cs As-Is (Appendix D) and To Be (Appendix E) diagnostic tools assisted me with evaluating underlying factors that prevented the efficacy of the implementation of the intervention program that led to the deficiency in student reading skills. Through this 4Cs framework, it shuffles out the dynamics that causes students to struggle in reading due to lack of effective teacher instruction.

CHAPTER FIVE

To-Be Framework

Reading is a complex skill that is essentially needed to perform in life. Schools are challenged and are held accountable for ensuring that every student can read proficiently. Although difficult for readers with deficiencies, they deserve every opportunity afforded to them to learn to read. As I evaluated the performance of the LLI reading intervention program through my study, I found that teachers need time for planning effective lessons with efficacy. Additionally, I found that students underperform in reading because they lack the foundational skills needed to understand how to fluently read as well as comprehend rigorous questions aligned to the State reading standards as well as comprehension scaffolding questions.

Reading intervention begins with effective leadership and with school leaders knowing the capacity of every teacher's instruction through observations. Additionally, they understand students' strengths and weaknesses through observing students' reading ability. Reading intervention is one of the key components needed to support students' ability to maximize their reading skills. In this effort, key stakeholders such as administrators, teachers, and resource support set expectations of student performance to increase to the level of proficiency. Implementing effective reading intervention programs with fidelity will accomplish this task.

First and foremost, my Strategies and Actions plan (Appendix F) supports the idea of closing the achievement gap for struggling readers. It directs stakeholders to analyze the data and its trends in depth. Reformation in reading programs is needed to successfully ensure that reading intervention programs are actively working. Matsumura

and Wang (2014) explained, "School leaders (e.g., district personnel, principals and coaches) also influence teachers' implementation of instructional reforms through their role as mediators of policy messages" (p. 4). Principals are the key stakeholders in assuring that the change policy is implemented so that teachers understand the process as well as ensuring that the change is successful.

Nonetheless, through my CLP I build the capacity of school leaders to support their teachers with tools that increase their level of pedagogical skills to teach reading. Professional development is my number one suggestion that I recommend as a nonnegotiable for school leaders to provide for their instructional staff members. It would be ongoing and consistent for classroom teachers and resource support. Teachers should be allowed to actively participate in structured professional development where each component of the professional development consist of strategies that support their instructional needs. Teachers should be able to ask clarifying questions about any misconceptions that they may have about the program during the professional development.

Through my CLP, I would allot teachers planned time during the week to utilize the Reading Intervention Focus Calendar to collaborate with peers. Additionally, I would advocate for time for teachers to revisit their plans to adjust the lessons plans based on student performance. Teachers would be paired with the reading coach or reading intervention resource support as reference to support them with effectively implementing the program. In addition to the time allotted to teacher planning, the reading intervention framework should allot 45 minutes of instructional time to teach the planned lessons.

Teachers will perform the reading intervention task, monitor students' reading ability, collect anecdotal notes and data to accommodate their reading deficiencies.

Organizational Change

Organizational change is imperative to keep up with the demands of time. Kotter, Kim, and Mauborgne (2011) suggested, "Transformations often begin and begin well, when an organization has a new head who is a good leader and who sees the need for a major change" (p. 6). A sense of urgency is key in supporting the diverse needs of student learning. Developing a strategic structured plan that outlines the organizational change that consist of a focus calendar, specific components on a monitoring tool, and stakeholders' accountability to the organizational change. In addition, time is a factor that prevents teachers from planning effective lessons. Teachers need to be allotted time within the week to plan lessons.

The organizational Change Leadership Plan that I am proposing is to accommodate struggling readers with the structural needs to increase their reading level to proficiency. Therefore, adjusting the model that School A currently utilizes will increase the capacity of instruction, which increases students' ability to comprehend foundational skills as well as comprehension skills. The principal is accountable for executing the changes with fidelity by placing stakeholders on a team that adheres to the vision and the mission of the school. During this process, the principal continuously monitors that the changes and meets with the team bi-weekly or as needed to collaborate on the work of the changes.

Organizational change begins with the district's mission and vision that aligned to their objectives designed where high expectations, dedicated, high-quality teams and

efficient operations are prominent in equipping teachers with the tools needed to prepare their students for student success that effectively provide them with the skills need for the workforce. These objectives empower teachers with the essentials that promote success with their students. Therefore, professional development that is enriched with reading intervention such as the LLI must be continuous and ongoing.

Implementing strategies learned from trainings such as the Leveled Literacy Intervention professional development accommodates the objective of high expectations of student learning. Notably important, teachers certainly benefit from attending professional development that provides strategies that increase their quality in teaching, which in turns increase student achievement. Certainly, teacher buy-in for professional development is key to ensuring the school's vision is accomplished.

Envisioning the Success To-Be

The framework outlined in my 4C's To-Be organizational chart (Appendix D) details strategies appropriate for the success of my organizational change plan. My 4Cs TO-Be chart serves as a framework to assist leadership teams with constructing actionable plans that will attain the vision of the district as well as meet the vision within their own schools. The 4Cs of my To-Be chart include the context, culture, conditions, and competencies that concisely provide effective strategies that stakeholders can implement into their school. I have provided the strategies mentioned in my To-Be chart as a tool to support the goals set for future achievement.

My purpose for providing my Change Leadership Plan, CLP is to offer principals a diagnostic tool to follow as they set actionable steps to achieve the goals of the context, culture, conditions, and competencies of their schools. Providing professional

development so that teachers can gather effective strategies to use in the class will promote morale among their stakeholders. Additionally, it would be necessary for principals to allocate time that is set aside bi-weekly or monthly to utilize the strategies learned to effectively plan strategic lessons. I am extending this plan to any school that finds it beneficial.

Contexts

The 4C's organizational chart that I developed depicts future strategies that are conducive for my Change Leadership Plan that will support administrators while building the capacity of their teachers. Actionable steps that would assist with this would be for principals to enhance teachers' ability to plan effective lessons with strategies gathered from professional development. Teachers should include designed focus on strategies implemented for struggling readers. More importantly, principals can allocate effective planning time for teachers to collaborate with teacher peers during Professional Learning Communities, PLCs. Additionally, developing strategic structures will benefit teachers' best practices that promote student achievement.

The ideal future context of my change leadership plan related to my study is to transform School A's low performing students to become proficient readers. I advise in my CLP for principals to set aside monetary funds within the principals' budget that allow them to purchase materials needed for student success. School A receives funds through Title I as well as through grants that support student achievement.

Sustainability is key in an operational school whose goal is to increase student achievement as well as maintain it. Therefore, principals must have a sense of urgency by formulating teams who are onboard with the urgency for the change to achieve successful

student data. This process would consist of implementing effective strategies that align

to reading professional development that provides teachers the skills on how to teach

students to read. Additionally, the principal creates a collaborative culture with teachers

by pairing them with reading coaches or reading resource teachers. They specialize in

effective reading strategies. Likewise, they have proven track records of student success

for improving struggling readers ability to read proficiently. Likewise, the plan is

observed, monitored, and tweaked based on student data.

Within the 2018 to 2020 school year, School A and its stakeholders worked

tirelessly to increase the performance of its struggling readers ability to read. As they

continue the path to increase their student reading performance, additional stakeholders

that support the school will no longer have to support School A because they have

successfully supported the school with the prominent tools that they can utilize without

them. On the other hand, this plan cannot happen if teachers do not have a high

performing mindset. They must show that they value their students' ability to perform

assigned reading tasks to meet their high expectations by providing students with specific

feedback on assignments, showing a high level of interests in their learning, and

following up with students to ensure that they are progressing in their educational goals.

Culture

Wagner et al. (2006) remarked, "Culture refers to the invisible but powerful

meanings and mindsets held individually and collectively throughout the system" (p.102).

The ideal culture related to my study is to establish a culture of high expectations for

students throughout the systems of schools. Actionable strategies that induce the culture

of high expectations for students are essential to promote the culture of high performing

students at a school that has struggling readers. Setting high expectations for students should align to the vision of the school. Students are held accountable for their own learning. Teachers construct their classrooms with behavioral structures that align to their high expectations.

Behavioral systems are in place that align with the high expectations of the classroom and improve the structure of the learning environment. Students are taught to track their progress both behaviorally and academically. Teachers ensure that students are held accountable for comprehending how they are performing in class. They monitor students' data as well and have significant data chats with them to help them comprehend how they are performing on common assessments. In this way, they are teaching students how to own their learning and make necessary adjustments to their academic needs and behaviors.

Equally important, building a culture of trust and respect is crucial. Administrators and teachers will collaborate during round tables to discuss reading intervention plans. Incentivizing teachers for their efforts and achievements enhances the morale of the culture of the school. A committee of stakeholders such as the assistant principal, senior administrators, reading coach, reading intervention specialist, mentors, and grade level teachers who support on this committee would meet to develop plans that consist of rewarding stakeholders who meet the vision of the school's high expectations to reward teachers who are on the team of increasing student performance.

Incorporating instructional best practices for teachers is essential for supporting them in their classrooms with the tools and strategies needed for success. In addition, administrators must provide necessary instruction support to teachers. Furthermore, good

leaders provide and extend opportunities that enhance their teachers' ability to perform well with best instructional practices. By doing so, administrators are building teacher trust. This also communicates to teachers that the administrator is concerned with their well-being in the classroom as well as the academic achievement of all students within their building.

With regard to this study, one of the most prominent actionable steps that a principal should lend to teachers is strong support in terms of reading intervention professional development, such as Leveled Literacy Intervention professional development to train instructors in the development of LLI reading intervention program. Amendum and Liebfreund (2019) concluded,

> To address the reading achievement of students facing difficulty with reading, traditional stand-alone professional development (PD) workshops motivate and provide teachers with innovative ideas, however, they often fail to provide the in-depth, ongoing, and focused PD necessary to address the specific instructional challenges face by teachers. (p. 342)

Therefore, they must be strategically designed with strategies for high expectations for students' reading achievement to close the reading gap. An additional high expectation for students is to challenge them with rigorous work. Challenging students with the work that meet their need in education minimizes or depletes their reading deficiencies.

Conditions

Wagner et al. (2006) refers to conditions as "the external architecture surrounding student learning, the tangible arrangements of time, space and resources" (p.101). Conditions that grant teachers the access to time and space to increase their best practices

in the classroom are to increase teachers' planning time and space. Likewise, providing resources through extensive Leveled Literacy Intervention professional development for LLI reading intervention is essential. Extending opportunities for additional time provides teachers with ongoing days to plan effective differentiated lessons. Grade level teams should have the same days to plan together.

To maximize their time, an agenda needs to be created to drive the direction that ensures that they are capitalizing on their time spent together to plan necessary effective lessons. As they plan strategic lessons, they ensure ~~that~~ lessons are created with specific accommodations that meet the needs of students who perform below grade level. Therefore, it is important to include appropriate lessons that are designed for the above, on and below level tiered LLI reading intervention groups. Strategically planning for reteaching standards and skills missed on common assessments must be planned for as well as included in lesson planning. The LLI program provides plans and strategies that teachers can utilize in assisting them with developing effective plans for their student groups.

By the same token, teachers will become more cognizant of how to plan differentiated lessons with efficacy utilizing and understanding the components of the LLI program to meet the needs of below performing readers. They will augment strategies sufficient to increase the capacity of their instructional best practices that increases student achievement with their Tier III interventions, where they will receive additional intensive support that includes the foundational comprehension skills of reading for students who perform below reading level. Routine structures will in addition, increase student achievement. Teachers lay the foundation of rules and

expectations of reading guided group as students work to expand their comprehension of the skills taught by their teacher. Implementing the LLI program will be conducive in the learning environment as classroom structures are implemented with fidelity.

Competencies

Enesi and Yusuf (2011) commented,

Competence simply means the ability to do something very well when measured against standards. A leader must not necessary be the foremost expert on every area of the entire organization but there is need to be able to demonstrate competency. (p. 1698)

The ideal competencies included in my As Is Chart (Appendix D) are enhancing teachers' knowledge of the LLI reading program as well as implementing the LLI's framework with fidelity. Teachers will attend professional development that extends essential tools for effective instructional practices. Professional development trainings will be actionable and interactive for participants to be able to learn through concrete tasks. Professional development opportunities provide hands-on experience, so teachers can effectively implement the LLI program with their students. Furthermore, district and school-based coaches will facilitate the professional development for reading instruction providing effective strategies that teachers can utilize in their classrooms.

District stakeholders such as the associate superintendent, executive area director, and senior administrators will meet monthly to work with the school's administrators. They will set goals and develop solidified plans to ensure that the LLI program is implemented with fidelity. Data meetings with actionable plans will include monitoring the school wide reading data and student groups having candid conversations about

students' reading data and trends. More effectively, based on the team's findings the district stakeholders will develop plans that will optimize teacher instruction.

Conclusion

The organizational change in my 4Cs organizational chart was beneficial in supporting my change leadership plan, as I provided suggestions for the administrators to utilize to master the context, culture, conditions, and competencies of their schools. The benefits of the To-Be vision strategize efficient plans to create methods that will be the success of closing the achievement gap among struggling readers.

Professional development enhances and builds the capacity of teachers who struggle with understanding how to facilitate the LLI program with efficacy. Professional development teaches pedagogical skills and supports best practices for teachers who need additional support. School leaders are accountable for ensuring that teachers are equipped with skills that build their capacity for succeeding in the classroom.

School administrators monitor all actionable plans that are created to ensure that they are implemented with fidelity. Furthermore, they attend professional development for reading intervention programs executed at their school. School leaders ensures they comprehend the programs as they are facilitated at their school. With their understanding of the program, they can evaluate teachers and provide actionable feedback that assists them with improving best practices. Promoting high expectations and providing essential professional development increases the capacity of the instruction that teachers provide at their school.

CHAPTER SIX

Strategies and Actions

The AS-IS an organizational chart (Appendix D) and the To-Be diagnostic tool (Appendix E) are two separate systems brought together to join ideas that change an organization into an effective operational establishment. My As-Is and To-Be organizational charts display descriptions of strategies and actions on my 4Cs chart. My vision aligns with the 4Cs of context, culture, competencies, and conditions of the change that I suggest for the improvement of School A. Wagner et al. (2006) commented, "Your system-any system is perfectly designed to produce the results you're getting" (p. 106). Assuring that structured systems are cohesive ensures that student results are proficient.

My system of change through the designed strategies and actions that I have suggested assists with change for student academic growth. It closes the gap in reading for readers who struggle with understanding foundational skills. It provides them with the essential tools to fluidly comprehend standards-based questions as they read literal and nonliteral text.

Context Strategies

Strategy 1: Administrators Build the Capacity of Teachers

Participants responded to Survey Question One that their range of experience is between five to 27 years of experience. Some participants are considered veterans educators. This simply means that they have been in the school system for a period of 20 to 30 years. Changes in the school system require all educators no matter what their tenure to continuously attend trainings to implement new policies or programs in the school or classrooms. DiPaola and Hoy (2014) remarked, "We believe that professional

development is inexorably linked to both supervision and evaluation. The goal of both processes is to build the capacity of teachers to help students learn" (p. 161). Principals are responsible for building the capacity of his or her staff members. Professional development, professional learning communities and common planning are areas where teachers' best practices are enhanced.

In my professional experience, I have gained a plethora of knowledge as well as resources that significantly guided my instruction. As a reading coach, I have taken several reading-endorsement courses that were simple recaps of skills that I learned while in college. The end goal of professional development for me is to always enhance my skills. Likewise, principals should have the same mindset where they enhance the capacity for teachers to have the ability to teach effectively by ongoing professional development opportunities.

Strategy 2: Create Enhanced Sustainable Structures to Support Teachers' Best Practices to Promote Student Achievement

To successfully ensure that changes within the school leader's building are effective and sustainable, school leaders plan for changes by setting aside funding for resources such as the LLI reading intervention materials that need to be purchased. The school leader provides effective resources to support teachers as they implement the reading intervention program. Additionally, school leaders establish roles and responsibilities of peers.

Matsumur and Wang (2014) found,

The IFL designers of CFC hypothesize, based on other research, that increasing principals' subject matter content knowledge and practices for instruction, as well

as understanding of what good coaching should look like, would induce

leadership support for coaches and their work with teachers. (p. 26)

Coaches are paired with teachers as a contact person to guide them as well as collaborate

with them as a team for strategies that they can utilize as they implement the LLI

program.

Creating research based proven sustainable systems improves teachers' best

practices as well as the improvement of student academic achievement. As a district

coach, I am paired up with teachers for coaching support where I model, co-teach,

observe, and provide feedback and strategies that teachers can use to improve their

instructional best practices. Hargreaves and Fink (2006) suggested, "Sustainable

improvement depends on successful leadership" (p. 1). It is imperative that as a future

leader I provide systems that are sustainable to deplete the exhaustion teachers experience

when they are at their wits end. Sustaining high quality systems promote proficiency in

student learning.

Culture Strategies

Strategy 3: Establish a Cultural Proficiency of High Expectations for All Students

Principals are accountable for establishing a culture of high expectations where

students are held accountable for engaging in rigorous and challenging work based on

State standards. The quality of work that students produce comes with high expectations.

Teachers' style of teaching provides students with clear and concise expectations with

focus and structure. Teachers are responsible for monitoring the work of students, hosting

data chats with them to discuss their assessment scores, and next steps for student

academic achievements.

Students are motivated by actively engaging in lessons that require them to put forth effort where they show ~~that~~ they cognitively comprehend the task given. According to Lindsey, Terrell, and Robins (2009), "The purpose of a culture is to assist people who are members of a group in knowing the rules for acceptable behavior and to provide consistency and predictability in everyday actions" (p. 25). Students, therefore, must be motivated and discipline themselves to follow the expectations of the teacher's rules to academically succeed. Cultural transformation requires time for the change to work, reflect upon the change, and collaborate with peers to adjust any details that need work.

Strategy 4: Build a Culture of Trust and Respect

Hargreaves and Fink (2006) stated, "Trust is an indispensable resource for improvement" (p. 212). My CLP reveals that change can turn around a school with improvement in student learning. In my CLP, school leaders must earn the trust and respect from its faculty and staff members by building adequate relationships. Principals are vigilant spirits that keenly express concerns of success for each faculty member.

In my CLP, principals need to be resourceful to teachers and provide them with opportunities to succeed with instructional best practices. Principals' actionable qualities convey integrity and caring about teaching and learning in his or her building. Communicating respect for teachers is a key leadership component that promotes a culture of mutual respect and honesty for all stakeholders within the school building.

Conditions Strategies

Strategy 5: Increase Planning Time for Teachers

Planning periods are critical and must be intentionally included in the school schedule. Several conditions of my CLP are to provide increased planning time for

teachers to prepare effective lessons, as well as accommodate teachers with reading intervention professional development. Glatthorn et al. asserted, "Time allocated to a particular area of the curriculum often relates directly to student achievement in that area" (p. 267). I recommend in my CLP, time for teachers to plan effective lessons, as well as conferencing with peers about the contributions of effective reading strategies as they implement the LLI program.

Strategy 6: Effective Reading Intervention Professional Development for Teachers

My CLP describes conditions for effective reading intervention professional development protocols for the school's vision to become a reality. Glatthorn et al. remarked, "A key to improving programs of studies is the development of quality professional development protocols" (p. 240). Targeted professional development builds the capacity of teachers sustaining professional learning that is practical and will help them ~~to~~ succeed. As stated in my CLP, professional development is concrete, engaging, and interactive for learners. I described professional development in my CLP to communicate that it is the tool that enhances teacher's pedagogical skills that help them prepare effective lessons, which enhance student learning.

Competencies Strategies

Strategy 7: Enhance Teachers' Knowledge of the LLI Reading Intervention Program

My Strategies and Actions Chart depicts the competencies that are needed to enhance teachers' knowledge of the Leveled Literacy Intervention program (Appendix C). LLI is researched based and has planned lessons that are designed to provide interventions to increase the level of reading for struggling readers. It provides tools to assess and progress monitor student learning (Appendix C). LLI is intended as a 30-

minute implementation of highly engaging daily lessons that include foundational to comprehension skills.

It is also imperative that teachers understand how the LLI program increases the knowledge of students with learning disabilities. Approaches utilized to target necessary skills that the students need are explicitly scripted in the LLI program. In addition, it helps to increase their scores on common and state assessments.

Furthermore, collegial conversations between the principal and teachers are necessary to discuss student data. They will therefore, drive decisions so that adequate instruction can take place. Strategic plans are developed by the team that ensures that instruction is efficient. Likewise, essential instructional resources are made readily available for teachers implement their lessons.

Strategy 8: Implementation of Framework for the Leveled Literacy Intervention Program

As a result of attending the LLI professional development trainings by the district's reading intervention trainer, I have enhanced my comprehension of implementing the LLI framework with fidelity with my own individual student groups. The trainer provided a comprehensive background and layout of the materials. In addition, she provided interactive strategies that could be utilized with each lesson. I, therefore, recommend that principals and their faculty become cognizant with the components and tools of the program to successfully implement for student achievement.

Context Actions Aligned to Strategy One

Principals enhance teachers' ability to perform highly effective lessons. Changes to the teacher's delivery of the lesson are adjusted if students do not master the skills

taught after observations of assessments. Teachers will collaborate with key stakeholders such as coaches, reading intervention specialist, and teacher peers to discuss ideas that they can implement into the improvement of their lesson.

In addition, principals provide teachers additional planning time to create effective lessons for struggling readers. They will implement accommodations and strategies in their lesson to increase the performance of readers with deficiencies. Principals set aside desired time bi-weekly or monthly allocating time for collaborating with peers to plan their lessons. In my professional experience, my school leaders have allocated time on the calendar through professional learning communities to take a half a day to a full day to plan effective lessons with leadership and team members that I have attended. I recommend that principals increase the morale of teachers by building their capacity through ongoing professional learning communities as it provides strategies that they can implement in their lesson plans as well as during instruction.

Cultural Actions Aligned to Strategy Two

Cultural actions that align to Strategy Two are ongoing reading intervention professional development to arrange classrooms for optimum efficiency with reading strategies, collaborating with teacher peers, and developing a recognition system. Principals and teachers attend ongoing professional development to ensure that they are increasing their knowledge to perform the strategies learned in the trainings that induce the development of effective lessons. Principals provide opportunities for educators to meet, plan, collaborate and share ideas. Drago-Severson, Blum-DeStafano, and Asghar (2013) commented, "Once a month, host a two-or three-hour dinner meeting during which mentors, grade level, or discipline-focused teachers meet to share experiences,

reflect on practice, discuss challenges, and engage in collegial inquiry" (p. 208). Teachers collaborate within the cultural environment of the school with peers to discuss share instructional strategies that increase their student data.

The school leadership team must communicate during instructional round table discussions to review student data. In addition, teachers must conduct data chats with their students bi-weekly to provide students actionable feedback on how they are performing, as well as next steps for success. Moreover, students are held accountable for tracking their own individual academic assessments on a scale that shows their growth performance. This makes them aware of how they need to proceed to reteach the skills missed. It is imperative that administrators develop a school-wide recognition system with incentives for teacher performance as well as student achievement both academically and behaviorally.

Conditional Actions Aligned to Strategy Three

Conditional actions that align to Strategy Three are to continually provide ongoing planning days for ensuring lessons are effectively written and executed. Struggling readers need all the opportunities to learn and every teachable moment is embedded into the lessons. Tiering students appropriately in student groups allows teachers to differentiate instruction, which is valuable to lower level students who receive daily interventions.

In my professional experience, adjusting and reteaching skills missed on assessments is essential for the student achievement. I have seen improvement in student reading achievement when the instruction has been adjusted to accommodate student learning. Students will excel on skills needed to perform with higher expectations of

achievement as instruction is adjusted. Principals implement the success of teachers by providing ongoing LLI reading intervention professional development to evolve the achievements of struggling readers.

Competencies Actions Aligned to Strategy Four

The competent actions aligned to Strategy Four advance stakeholders with enhancing their knowledge of the LLI program. Attending professional development is beneficial in obtaining essential tools to improve instructional practices. District and school-based coaches will demonstrate effective strategies for teachers who are on the coaching cycle and are tiered for support on levels two and three.

On the coaching cycle, reading coaches support teachers by providing them with instructional best practices. They are tiered on levels of two and three that determines the level of support that teachers will receive. Level two means teachers need some additional support with strategies that enhance their teaching capacity. Teachers on the Tier III level require coaching support each day.

A reading coach is assigned to the teacher and offers support of modeling, side by side teaching, and releases the teacher practice skills learned while observing him or her. The teacher is provided feedback and can ask questions to guide their improvement in the class.

Moreover, the school's leadership team will conduct monthly data meetings to review individual student assessment data. According to Bambrick (2010), "Beginning on a positive note can be a good way to show familiarity with the data and at the same time acknowledge the accomplishments of the teacher" (p. 57). Data meetings are nonthreatening but incentivizes teachers for their performance in school-wide

achievements as well as drive the directions of instruction. Likewise, district stakeholders will work with the school's administrators to discuss how the implementation of the framework will generate growth and learning gains in student performance.

Conclusion

Actions and strategies developed in my Change Leadership Plan describe suggestions that will improve the organizational structures of School A's performance of struggling readers. As noted in my Strategies and Actions Chart (Appendix F) these are significant in increasing struggling readers abilities. Principals and teachers attending reading professional development is a useful tool that enhances the knowledge of the LLI reading program. The strategies teachers learn from ~~the~~ trainings enhances their best practices and moves students towards success. The goal of my Strategies and Actions Chart (Appendix F) is results oriented and one that can be used to close the achievement gap for struggling readers.

CHAPTER SEVEN

Implications and Policy Recommendations

District A's Transformation Office provides reading professional development trainings for its employees on a continual basis. Professional development is designed to enhance the knowledge of teachers as well as strengthen their pedagogical skills. In turn, teachers are equipped with tools needed to narrow or close the reading gap by implementing strategies obtained in staff development. Equally important, the reading intervention professional development is designed to provide participants with intense in-service trainings to support readers with deficiencies who are on the Tier III level. The Tier III intervention addresses issues where students need more intensive support and targets specific skills that struggling readers lack.

Brown-Cannon (2019) remarked, "Educators and policymakers are increasingly looking to teacher professional learning as an important strategy for supporting the complex skills students need to be prepared for further education and work in the 21st century" (p. 112). Educators and policymakers are accountable for ensuring that students are prepared for college and careers by continually revisiting policies that need revamping to assure students attain foundational reading and comprehension skills to advance them to proficient readers. In conjunction with professional development trainings and the allotment of times for planning, the Multi-Tiered System of Support (MTSS) establishes intervention systems to grant struggling students more intense support needed to fulfill educational gaps in reading. The MTSS process does however pose a problem when students are absent from school. The MTSS process cannot be carried out properly if students who are evaluated in the process are not in attendance.

The policy issue related to my findings in my program evaluation and organizational change plan is that after attending staff development in-service trainings, teachers are expected to transfer the skills attained in the training, into their classrooms. Subsequently, there is not sufficient time to plan lessons during the day for reading intervention lessons. Thirty percent of participants responded to my survey questions that they need additional continuous professional development opportunities. In addition, they have requested allocated planning time with their peers, to implement the strategies and actions into planned lessons.

My Change Leadership Plan supports the idea of closing the achievement gap for struggling readers. It directs stakeholders to analyze student data from the LLI program and study its trends. Reformations of the LLI reading program are needed to effectively ensure that reading interventions are highly effective. To administer the LLI program in the most effective way, changes are necessary. Teachers must be properly trained on how to effectively teach students utilizing this program. Additionally, teachers will need time to plan effective lessons that accommodate students' levels of reading. Likewise, during instruction, teachers should include engaging activities to continuously keep the attention of each student as well as actively engage them in the lesson. Teachers are accountable for monitoring and tracking students' progress. During individual data chats, explicit discussions are held with each student that makes them aware of where they stand on mastering the skills learned.

Policy Statement

The policy that I am recommending is that the principal schedules an early release Wednesday once a month on the school's Staff Development Calendar. This will allocate

time for instructional personnel to learn new strategies from reading intervention professional development and build the knowledge on how to teach successful lessons. As a result of this policy change, the principal provides one Wednesday out of the month where teachers are offered supplemental funding through the Title II funds for three hours of after school planning is dedicated to extensive, in depth reading intervention planning for grades third, fourth and fifth. Toste et al. (2018) suggested, "Learning is dependent of time spent in instruction; with time referred to the amount of time the student was willing to spend (perseverance), and the amount of time allocated to the task (opportunities to learn)" (p. 1706). My policy is not limited to planning only one Wednesday a month but allocates additional time for teachers to develop extensive reading intervention lesson plans that allows them to effectively close the reading achievement gap among all subgroups.

The purpose of the team of reading coaches and intervention specialists is to support teachers with effective reading strategies that enhance student achievement. Additionally, my policy recommends that School A builds the capacity of teachers by enhancing their knowledge on effectively implementing reading intervention programs for readers who struggle to read. This would mean that the resource support implements professional development trainings and monitors that the instruction is implemented with fidelity. They utilize their coaching skills to model, co-teach and provide feedback to teachers for the improvement of instruction.

Furthermore, my change leadership project (CLP) describes the idea that school leaders have a sense of urgency in accelerating the competency of educators with highly effective skills that expand their best instructional practices with targeted instruction for

student achievement. I am recommending my policy to the principal of School A for the academic improvement of student readers who perform below reading level. In alignment to implementing the Multi-tiered System of Support, it accommodates reading intervention programs such as the LLI program that accentuate struggling readers' capabilities to read. I envision that my policy change would allow teachers the additional time that they are requesting to plan highly effective lessons for the expectations of high performing student results. My organizational change plan is to improve best practice skills that teachers need to embed targeted instruction for skills that students need to be successful.

Current Policy

An in-service training program shall be available by District A's School Transformation Office district senior administrators and instructional coaches where they provide intense trainings on reading intervention skills and strategies for administrative and instructional staff members. They will be notified by the Professional Development calendar that will be made available to them via their Share Point school drive. Additionally, a detailed email will be sent out to administrators making them aware of the trainings. They will also receive reminders inviting them to the upcoming or next reading intervention professional development.

Reading in-service training programs shall be provided to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education in the workforce. The Superintendent shall direct the development and implementation of a

Master Plan for In-service Education, which shall be duly approved by District A County Public Schools (District A County Public Schools, 2019).

Revision to Policy

A reading in-service training program shall be available for administrative and instructional staff members. Reading intervention in-service training programs shall be provided to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education in the workforce. The principal schedules an early release Wednesday on the school's Staff Development Calendar where one Wednesday out of the month, teachers are offered supplemental funding through the Title II funds for three hours of after school planning that is dedicated to extensive, in depth reading intervention planning grades third, fourth and fifth. The professional development is required on the early release Wednesday. The Superintendent shall direct the development and implementation of a Master Plan for In-service Education, which shall be duly approved by District A County Public Schools (District A County Public Schools, 2019).

Analysis of Needs

My recommended policy provides teachers resource support with allotted time for planning highly effective lessons where the policy requires consideration from six distinct areas with a more complete understanding of the problems involved. Through the analysis, the policy maker seeks to make choices and trace implications. The six distinct areas to address and analyze are as follows: educational, economic, social, political, legal, moral, and ethical.

Educational Analysis

The educational analysis that traces the implications of the policy problem is the inadequate time that is given to teachers to plan highly effective lessons with strategies that administrators and teachers learn from effective professional development. The principal also attends ~~the~~ professional development and gains the knowledge to narrow or close the achievement gap ~~in~~ between struggling readers and ~~to that of~~ their peers. In this way, they are assuring that they are having the positive impact for administrators to support teachers with improving their pedagogical skills. There will also be a strategic plan for teachers to proceed once a month within house ongoing professional development. District A Transformation Office will provide professional development~~s~~ for School A as well as support its targeted school with senior administrators and district coaches to support staff members. Every child must learn, as well as be afforded the opportunity, of a just and fair education.

The implication of the policy problem and its context is that readers with deficiencies lack the ability to comprehend the concepts of foundational skills needed to read on level. The Passport to Literacy is a program that provide components of concise instruction as well as strategies to aid students who miss the foundational skills to comprehend reading lessons. Wanzek, Al Otaiba, and McMaster (2019) commented, "Semiscripted lessons are built sequentially to help students acquire missing foundational reading skills, increase background knowledge, and build strategies for comprehending text" (p. 104). Explicit reading intervention programs such as the Passport to Literacy increases the momentum of student learning and provides the student achievement that is required for mastery.

The administrator is aware of what students need and values its teachers' instructional skills by embedding ongoing staff development to supplement their level of instruction on an early release Wednesday. The context included in the Development Calendar is to include a Wednesday out of the month with supplemental incentives for teacher buy-in to attend after school professional developments. According to Supovitz and Tognatta (2013), "For one thing, groups have access to a larger pool of information than do individual members" (p.103). The actionable professional development extends the schedule time for teachers to plan and collaborate with peers to develop effective lessons that will increase student achievement.

Economic Analysis

The economic issue related to the implications is the allocations of funds that significantly impact the disbursement of how funding is rationalized. District officials must disburse more funding to schools in an effort of administrators to allocate more funding in their budget for the purchase of the most powerful reading intervention resources. In addition, district leaders plan for the success of instructional staff members and support that success by funding training for reading intervention teachers and tutors. The availability of funds will assist with driving smaller group lessons to provide instructors with the necessary tools to increase the reading proficiency of student learners.

The policy change will have economic impacts that influences how the principal spends allocated funds from the budget. There could be long term cost savings as a result of increases in student achievement. For this cause, there would then be a reduction in remedial services that are needed. For the organizational change to effectively occur,

funding for the change must be set aside for the purchase power of human resource support and reading intervention materials.

The principal of School A has available Title II grant money to pay teachers for working extended hours for attending after school professional development. Its impact enhances the knowledge of principals and teachers as well as increases student academic achievement through successful strategies. Teachers become highly qualified, progressing from foundational to comprehension skills obtained during professional development trainings.

Grants hold principals accountable for ensuring that funds are allocated correctly. Roza (2010) commented, "These revenue streams come with strict rules about how the grants are to be administered, what can be purchased, and how resources can be distributed, and the funds then accounted for" (p. 17). Additionally, the allocated funds purchase resource instructional materials as well as pay for resource teachers, such as reading intervention specialists and tutors. The additional resource support reduces ~~the~~ large group sizes and makes guided groups a more conducive structure. The desire for professional development funding is applicable because it ~~without a doubt~~ builds the capacity of teachers and increases student academic success.

Social Analysis

The social analysis that traces the implications of the policy problem and its context is that some students with reading disabilities tend to have the most behavioral problems in class. Council et al. (2016) remarked, "Although the relationship between problem behavior and reading is more likely to be correlational than causal, it is certainly possible that participants' behavior problems aggravated their reading problems" (p.

253). Often, they feel threatened by the fact that their peers are performing on grade level and they are not achieving at the same level.

Because they do not understand the tasks at hand, they then find a way to entertain themselves outside of what the expectations are from their classroom teacher. Teachers become frustrated with students who misbehave in class and lose their patience. Additionally, they lose their grit for teaching them and have a give up mindset.

The school's leadership team provides support by developing a structured plan that supports teachers in their classrooms from disruptive behaviors which effects the teaching and learning. The school's dean or behavioral specialist creates enhanced guidelines where teachers implement structured behavioral plans that are conducive for the learning environment. This will increase the results of student achievement.

The behavioral program, Conversation, Help, Activity, Movement and Participation, CHAMPS, embeds school-wide behavioral systems. In the CHAMPS behavioral system, students refer to it to either speak in the class, ask for assistance, work on the activity assigned to them, move in the classroom with permission without asking the teacher, or participate in classroom discussion. The teacher indicates the level of action that students are on. Likewise, students adjust their behavior during instruction as well as group or independent work to successfully master the work assigned. Teachers should attend professional learning communities to collaborate with their peers to implement behavioral strategies into their classroom.

The general education and the Exceptional Student Education (ESE) teachers should collaborate continuously to build structures for students with reading disabilities. Teachers implement preventive strategies that work for their students and limit the

disruptions in the learning environment by incorporating behavioral strategies that work for ESE students. Using structured guidelines is an effective tool because it provides students with direction to master their reading goals. Struggling readers look forward to succeeding in addition to their teachers assisting them with this success. For instance, accommodating students with additional time on class assignments and assessments, plan for the success of student learning and attain learning results.

Political Analysis

The political implications of my change policy are associated with teachers having additional planning time to implement professional development strategies and skills that they gain to improve their instruction. Therefore, school building administrators will need to set aside funding for professional development trainings to pay for teacher coverage when teachers are away attending professional development. Allowing additional planning time will increase the capacity of teachers which will have an enormous impact on student achievement.

Political members and school official collaborate to make educational decisions where strategic plans are made to improve student achievement. According to Hardy et al. (2010), "Policy efforts to foster systemic links between schools and universities have the potential to effect increased mutuality and praxis development manifest as more productive, robust critiques of teachers' educational services" (p. 88). While superintendents, principals, and teachers may more explicitly understand what a school needs, they must collaborate with political or local officials establish rules and regulations for educational decisions lead to the success of student achievement.

Money, does however, drive the governmental decisions that are made by government officials. As donors contribute money to political issues such as my policy, political officials listen to their concerns and the decisions are driven to base their decisions upon financial contributions. However, political decisions rather for the disbursement of funds or student academic success stimulates upon all key stakeholders. In an all-inclusive political society, I recommend as a stipulation to changes of current policies for reading education that key stakeholders such as political officials, administrators and teachers have political conversations as the driving point of how funding is disbursed that ensures that the organizational system is implemented with efficacy.

Legal Analysis

The legal analysis that traces the implications of the policy problem and its context, is that teachers are required through effective reading intervention, to teach rigorously planned lessons that effectively increase student learning for readers with deficiencies. Laws such as the No Child Left Behind Act (NCLB) and the Elementary and Secondary Education Act (ESEA) established protection for students performing below grade level. According to Roza (2010) "The No Child Left Behind (NCLB) Act and other accountability reforms undoubtedly put pressure on districts to raise test scores in their lowest-performing schools" (p. 11). The ESEA law presents a full educational opportunity for low-income students. State laws protect the rights of students' education assuring they are afforded equal opportunity to learn.

Policy makers give school districts the authority to execute policies established for materials.

According to the State Department of Education State Statutes (2018), Each

district school board is responsible for the content of all instructional materials

and any other material used in a classroom, made available in a school library, or

included on a reading list, whether adopted and purchased from the state-adopted

instructional materials list, adopted and purchased through a district instructional

materials program under 1006.283, or otherwise purchased or made available. (p.

3)

Additionally, plans must be made to ensure that the materials accommodate the reading

programs that are provided to students. State Statutes (2018), "The district school board

has the constitutional duty and responsibility to select and provide adequate instructional

materials for all students in accordance with the requirements of this part" (p. 3). The

district in accountable for student learning and is charged with investing in the

appropriate materials that are relevant to achieving student success.

In 2015, President Barack Obama signed into law a policy that provides the

critical protection for high needs students through the Every Student Succeeds Act

(ESSA). Based on Adler-Greene (2019), "Under Essa, accountability for student success

would no longer be based on 100 percent proficiency in reading and math. Instead,

factors such as attendance school climate and access to advanced placement coursework

would be included in measuring a portion of schools' performance" (p. 15). His policy

requires that high academic standards are taught that prepares students for college and

career readiness.

To that point, District A County Public Schools board policy aligns with the

ESSA Act as it requires effective and highly effective teachers to instruct student with

rigorous standards. Nonetheless, the State Department of Education requires students to receive at least 30 minutes of intervention academic support in addition to that of the 90-minute English Language Arts (ELA) time frame. My policy, therefore, suggests increasing reading intervention instructional time from 30 minutes to 45 minutes. This would provide teachers with additional time to teach mini foundational skills or reteach skills that are misunderstood.

Moral and Ethical Analysis

The implication of the policy problem related to the moral and ethical analysis of my change policy are students who struggle with reading are extended the opportunities to learn with resources conducive to their success. According to Reesha et al. (2019), "Within MTSS both the academic and behavioral components require the use of data-based decision-making through screening and progress monitoring at a universal, targeted, and intensive intervention level to guide instruction and intervention" (p. 62). School districts have a moral obligation to serve students ~~morally~~ with a quality education. Morally, school districts must accommodate students according to their reading needs. Developing structured plans that encourages students to take charge of their own education is key. Students should be held accountable for taking on their own responsibility for learning.

To accentuate student learning, the root cause of students' low performance must be identified. By identifying students' areas of needs based on state and common assessments, the MTSS process can begin and can also be properly carried out with fidelity. Additionally, school districts are charged with considering students' learning according to ethics. To that end, utilizing the components of the MTSS policy as well as

the Curriculum Instructional policy, stakeholders in schools must consider factors that assist students who struggle with reading in advancing in their academics.

First and foremost, stakeholders must have a profound sense of respect for their students. For example, internal and external stakeholders share a common goal, which is to produce positive impact in the education of students as well as change that sustains academic success schools. In addition, districts must commit to advancing the knowledge of teaching professionals through effective professional development that aligns with the teaching and the MTSS process. More importantly, stakeholders must be thoughtful about the essentials of what increases student achievement by assessing the student's abilities as well as deficiencies. Enhancing teachers' abilities to reach struggling readers through ongoing professional development and taking essential time to plan effective lessons increases student achievement.

Implications for Staff and Community Relationships

The purpose of my Change Leadership Plan policy is to create a community that shares a vision and mission where each stakeholder of the community collaboratively coincides for student learning and academics. Purinton and Azcoitia (2016) commented,

> The research on professional learning communities shows the strong effect of providing workplace conditions that foster continuous professional development to improve outcomes for every child. This happens when teachers and staff members take collective responsibility for the academic, social, emotional, and physical needs of each student aligned to the mission, vision, and core values of the school. In a community school, the leaders should also expand this practice to involve both formal partners and other stakeholders. (p. 100)

The change leadership that I have proposed is for internal and external stakeholders such as district and building leaders to provide ongoing professional development to build the capacity of teachers that equip them with collaborating in professional learning communities with other peers.

Although increasing students' achievement in reading can be a difficult task, school superintendents and principals are still accountable for developing strategic plans that promote student learning. To effectively ensure that reading intervention programs and plans are working, staff members, such as teachers and paraprofessionals, must collaboratively assess students' assessments as well as evaluate anecdotal notes taken during observations to devise plans that increase students' reading skills. The principal is responsible for organizing a team of stakeholders that are skilled in carrying out collaborative structures among stakeholders with fidelity.

As a district reading coach, I work with a senior administrator who is responsible for constructing effective reading plans to move students to reading proficiency. The reading intervention plans that we create are monitored bi-weekly and on a quarterly basis to see how students are improving or making necessary adjustments to accommodate students who continue to struggle with necessary skills to achieve. The principal of School A provided a half day of professional development trainings to increase the knowledge of teachers as they began to execute the lesson.

Students successfully achieved skills with community support from tutors and additional school resource support. Milner, (2018) remarked, "Another instructional reform that has a real impact on students living in poverty is centralizing relationships. I stress that relationship building is an instructional approach, not a tangential social

interaction, which can have a lasting influence on student outcomes" (p. 94). Building relationships with stakeholders of the community such as volunteers and tutors promote student learning and academic achievement.

In addition, the community's involvement is significant in increasing students' reading ability. The community can collaborate with the school to provide additional support in reading. Reading volunteers can support student achievement by working with the principal and staff members to assist with devising plans to increase student learning by volunteering their hours during the school day. Representatives from reading programs such as Read 2 Succeed can assist with groups of students where they teach foundational skills of phonics, phonemes, and fluency skills.

The Read 2 Succeed reading program was effective in moving struggling readers. I was able to work with them as they provided small group instruction throughout the year utilizing their skills and strategies to improve students' phonics, phonemes, fluency, and comprehension skills. The implications for community relationships shows that the community is concerned about student learning and will assist by putting back into their community.

Lastly, stakeholders, district, and school personnel assure policies are implemented with fidelity, by working closely with the school building principal to devise a plan to improve reading levels of students with reading deficiencies. Administrators and teachers monitor the enhanced structure data quarterly to analyze learning gains and trends in the data. Stakeholders within the learning community hold instructional round table discussions to talk about adjustments to instruction. Additionally, they collaborate to differentiate instructional interventions, accommodate

for learning disabilities, and reteach skills not mastered in the classroom. These interventions ensure student growth is happening on an ongoing basis.

In my experience as a district coach, I have worked with a school-based principal and the school's leadership team to review plans on a quarterly basis. During these meetings, we analyzed assessment strands and misconceptions in questions, which students may confuse with what the question is actually asking to enhance our ability to improve student learning. It was imperative that I communicated with the district community as well as the school-wide community to support teachers with best instructional practices for the improvement of third through fifth grades. Our process consisted of reviewing the common assessment reading data and adjusting the groups to maximize learning.

Conclusion

The policy change that I recommend stems from the analysis of the surveys that participants completed for this dissertation project. My policy change recommendation detailed a strategic plan that required administrators and instructional staff members to provide intensive reading support to students who struggled with reading. The professional development engages administrators and teachers with reading intervention strategies to enhance their level of knowledge for planning rigorous lessons to improve academic achievement scores for students with reading deficiencies. The sense of urgency to increase the reading level of struggling readers is important because student learners who struggle with reading education is impacted. All community stakeholders must utilize their expertise to aid in the support of increasing students' reading abilities.

It is imperative that the education system establishes specific rules that meet student needs to accommodate their deficiencies in reading. Community stakeholders share in the responsibility of morally and ethically ensuring that every student is treated with a fair and equal opportunity in education. Their role in increasing student academics to proficient readers directs them to the pipeline of college and career readiness.

Therefore, community engagement is vital for students receive reading intervention resources needed to succeed in class. Administrators' budgets must account for supplemental resources. Political stakeholders must establish policies and laws ~~acts~~ that provide all students the proper education, regardless of their circumstances.

CHAPTER EIGHT

Conclusion

Struggling readers in third through fifth grades encounter difficulties with reading because they lack foundational skills. Tichnor-Wagner et al. (2016) commented, "Conceptualized foundational reading skills that affect children's later reading development as two domains: (1) outside-in skills associated with reading comprehension, such as language, vocabulary, content, and narrative understanding; and (2) inside-out skills focused on symbol/sound correspondences within words, such as word decoding, the alphabetic principle, and phonemic awareness" (p. 6). To perform on grade level, the achievement gap needs to be narrowed or closed between readers with deficiencies and proficient readers. The goal of district leaders, school-based administrators and instructional staff members is to advance struggling readers to the level of proficiency.

It is essential that key stakeholders collaborate to devise a structured plan to increase student achievement in all subgroups. They include in the plan techniques that increases the instructional capacity of teachers through professional development. Likewise, they ensure that strategies are implemented for students to utilize as they work to comprehend constructive designed lessons that improves their reading level.

I analyzed various research that correlated with my findings. In doing so, I discovered that educators need ongoing professional development to increase their level of understanding. This in turn, promotes student achievement in readers who strive to comprehend the essential skills as proficient readers.

My policy recommendation ensures the success of the instructional staff member's best practices through my suggested strategies and actions. Glatthorn et al. (2016), suggest, "A third method focuses on unit planning at the school level" (p. 267). This, however, must be delivered through effective planned lessons where teachers are granted specific time to plan collaboratively with the school's leadership team and their peers. Likewise, Glatthorn et al. (2016) remarked, "Time allocated to a particular area of the curriculum often relates directly to student achievement" (p. 267). As educators, we are responsible for ensuring that students avoid the pipeline to prison but rather ensure that they are on the pipeline to college which in turn prepares them for career readiness.

Comprehending the issues such as poverty that cause students to struggle with reading helps break the school to prison cycle (Cramer et al., 2014).

Understanding the possible interaction of the theories

discussed and how they affect schooling in America can potentially lead to

making more informed decisions on the type of systems that should be in place

that should be in place to effectively break the classmate-to-inmate pipeline. (p.

466).

Therefore, implementing the LLI intervention program with fidelity promotes struggling students' reading abilities, further preparing them for college and career.

Additionally, classroom management is crucial to minimizing disruptive behaviors during reading intervention instruction. For this reason, I am advocating that the Conversation, Help, Activity, Movement, Participation, and Success, (CHAMPS) structural classroom systems is implemented in the classroom. CHAMPS is a system of expectations designed to correlate with the teacher's classroom management techniques

that students are required to adhere to understand their position in class during instruction. Likewise, teachers who need the additional support on classroom structures should collaborate with the dean of the school for effective behavioral programs to structure their class. Teachers can also seek recommendations from their peers to gather new ideas that work in their classroom to consider implementing in their classroom.

Discussion

The purpose of my dissertation was to evaluate one school, School A, that implemented the Fountas and Pinnell's Leveled Literacy Intervention, LLI reading program that accommodates the Multi-tiered System of Support (MTSS) program and its effectiveness for struggling readers. The purpose of the LLI reading intervention program is to provide essential foundational tools that complement whole group reading instruction, which in turns pairs with guided group instruction. The program is an essential tool that targets Tier III students who need more instruction that is in addition to the 90-minute English Language Arts (ELA) block. Its interventions increase the results of students' academic skills. Therefore, they are provided with the opportunity to succeed and become proficient readers.

Additionally, my study evaluates the efficacy of professional development and the support it lends to enhancing the knowledge of professional administrator and instructional personnel. Provisional strategies and actions outlined in Chapter 6 through my 4Cs: As-Is and To-Be charts discuss suggestions and recommendations that the principal can implement with the school's established structured planned developed by a team of stakeholders. More importantly, the principal, as the leader, must continuously stay abreast of the changes that are implemented to support and monitor ~~its~~ staff. The

feedback provided after implementation of the strategies and actions, builds the capacity of teachers. They, in turn, trust and value the principal as they school's leader and performs highly qualified lessons for the benefit of struggling readers and their peers.

I addressed the four essential research questions that are summarized in my study. The primary goal of my study was to thoroughly examine School A's efficacy on the Fountas & Pinnell LLI intervention program. The second goal that addressed my study was to analyze the implementation and impact of the LLI program as it is used during guided reading groups. Another goal that I addressed was to understand if there was enough time to teach the tasks that are designed to increase student learning. My final goal that I addressed was to evaluate the reading data and compare the results to the school's 2016-2019 reading data.

As I analyzed the responses of the surveys, I found that my change plan coincides with implementing the LLI program with fidelity. Most participants believe that the LLI program is effective but needed more professional development to plan effective lessons. The impact of continuous professional development for educators produces the learning results for struggling readers. The ongoing staff development trainings improves struggling readers skills to proficiency in phonics, phonemes, fluency, and comprehension. Administrators are held accountable for monitoring and adjusting the strategic plan is working in the organization.

In addition, I found that the support of resource teachers such as the reading coach, reading interventionist and tutors is key in supporting guided or small group instruction. Dean et al. (2012), remarked, "Reading coaches are needed to help teachers with the implementation of specific reading programs, as well as provide the necessary

professional development and resources needed to ensure reading success for all students" (p. 76). Therefore, the smaller the guided group, the more teachers can accurately make individual observations and implement strategies provided by the literacy coach to meet the needs of students who struggle to read. Teachers can utilize resources that target specific leveled groups to provide more individualized support with foundational reading skills that students lack.

Leadership Lessons

The process of evaluating the effectiveness of the LLI program provided me with several leadership lessons. First and foremost, I learned that as a future leader I must continually remain cognizant of research-based reading intervention materials that support and improve students who have reading disabilities to proficiency. The What Works Clearinghouse is one source for keeping current in reading intervention best practices and research. Reynolds, Wheldall, and Madelaine (2011) explained what the What Works Clearinghouse offers:

> The What Works Clearinghouse Review was established in 2002 by the US government to provide independent and rigorous reviews of education progammes and approaches, based on scientific evidence from randomized controlled or quasi-experimental studies. Its review of programmes for beginning readers involved a process in which studies that met specific criteria were analyzed to determine whether there were significant effects on the key components of a reading programme that were identified by the NRP. (p. 267)

In order to improve the level of reading for struggling readers, stakeholders must be aware of the research findings describing effective research-based reading programs,

such as the LLI reading intervention program. Such research is crucial in providing leaders with the tools to promote student achievement and to effect proficient readers.

Additionally, for the teachers that I lead, it is my responsibility to allow them extensive opportunities to attend professional development planning to develop their pedagogical skills. Developing a structured staff development calendar with embedded dates and time for teachers to attend will be one focus that I will utilize to support the organization that I lead. Removing barriers that prevent teachers from performing highly effective lessons ensures the success of student achievement.

I understand the effect of extending time to teachers to plan highly instructional lessons. I would set high expectations for teachers to transition the knowledge that they learned from staff developments and implement effective reading intervention strategies in their classrooms. This will increase the learning results for students who struggle ~~strive~~ in reading. Granting teachers with the opportunity to illustrate their ability to instruct effective reading lessons that increases the reading capacity of students in poverty-stricken areas is key to accelerate their reading scores. By doing so, teachers must be provided with essential resources that are readily available to them in order to do the work.

Another additional lesson that I learned through the process of my evaluation was the importance of allocating the necessary funds to support teacher instruction for reading intervention. In addition, I would allocate funds to support student learning. I would use these funds to purchase instructional resources that enhances the capacity of teacher instruction. Assuring that my budget adheres to the needs of additional resources is essential in purchasing necessary resources. School A has grant money where unlimited

supplemental resource materials can be purchased. As I mentioned in my CLP policy, I will apply for and request grant money to support staff developments and student learning through effective resources such as LLI. Moreover, I can have an in-school Parent Academy set up with resources that are purchased via grant money parental education for their child's learning where they receive strategies that they can utilize at home to instruct their child.

Lastly, I learned to collaborate with key district officials in departments that support student learning such as the District A Transformation Office. As a former school-based coach and an Instructional Coach for the District A Transformation Office, I have had the opportunity to gain leadership experience with analyzing school-wide and student data to make decisions that drive educational decisions to promote proficiency in student learning. It is essential that I refer to state and local school district policies that relate to reading intervention sanctions. In addition, I will participate in school board meetings and offer suggestions as an advocate to promote the enhancement of effective reading intervention programs.

As I developed my Change Leadership Plan (CLP) with suggestions of strategies and actions that secure academic achievement, I was able to analyze the research of educational scholars. This assisted me with developing leadership strategies. My CLP promotes state of the art recommendations to increase student learning. With the knowledge learned through my research, I will build the capacity of instructional personnel to break the barriers of teachers who lack the skills needed to pursue the learning gains of readers who strive to perform on grade level in reading. As an

actionable leader, I will monitor the implementation of the effectiveness of reading intervention programs that increases student learning.

Reading is an essential tool needed for life. As I evaluated the effectiveness of the use of the LLI program to drive student reading achievement, I was able to develop an effective educational policy. By implementing my policy, school leaders have the ability to extend time to teachers, which will enable them to plan effective lessons. As a result of these professional development trainings, and as indicated in my research, student learning will improve. Struggling readers must receive accommodations that improve reading deficiencies with foundational skills. Increasing reading intervention instructional time to that of 45 minutes opposed to that of 30 minutes as mandated by the State is conducive to providing time for teachers to increase effective lessons for the results of student learning gains and growth.

Struggling readers will become proficient readers as effective instruction is implemented with continuous effective strategies that will have a positive impact that increases the reading skills of all readers. This is vital to detouring students away from the pipeline to prison and toward college, which increases their chances for a successful career. As I close my thoughts on this study, I would encourage educators to PUSH, which interprets as Push Until Something Happens. Always have the spirit of tenacity and never give up. Always persevere.

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Appendix A

Invitation for Participants

Dear Participants,

I am inviting you to participate in a study about An Evaluation of a Reading Program to Support Struggling Readers Through Use of Data. The purpose of my study is to evaluate the implementation of Fountas and Pinnell's Leveled Literacy Intervention program used within a Multi-tiered System of Support (MTSS) program and its effectiveness on their struggling readers.

I invite you to participate in my doctoral research study at National Louis University. I am looking for individuals at your school who have used the Leveled Literacy Intervention program in grades three through five. Please be aware that your participation is completely voluntary, and if you choose to participate your identity will remain anonymous. You may withdraw from participating in my study at any time with no negative consequences. The questions included in my survey are for the sole purpose of gathering and collecting data for my study. Any data collected from you will remain in a secure, locked location. Should you feel uncomfortable about answering any of the questions, please do not feel obligated to answer them. Again, there is no obligation to commit to the participation in this study, and if you choose to participate, you may withdraw your participation at any given time. As a participant, you may be able to request a copy of the results of my study by contacting me via email at gtatum1@my.nl.edu.

If you agree to participate in this study, you will receive an Informed Consent Form for a Survey. You will also receive an Informed Consent Form for an Interview to complete and return. The survey will take approximately 20 minutes to complete. There will be one interview session that will take approximately 30 minutes and up to five email exchanges.   You may choose to participate in only the survey, or you may choose to participate in the survey and the follow up interview. The printed survey may be completed at your convenience and the interviews will be scheduled during non-contract hours, which are before or after school.

If you would like to participate, please sign and return one Informed Consent form in the envelope marked Inform Consent for Gabrielle Tatum.

Thank you in advance for considering participating in this important study. Your time and feedback are appreciated.

 Yours kindly,

Gabrielle Tatum

Appendix B

Survey Questions for All Participants

This survey is to gather data regarding the implementation and effectiveness of the Leveled Literacy Intervention program and the perception of all participants.

1. What is the highest level of education you have completed? Circle One

   High School   Bachelor's Degree   Master's Degree Doctoral Degree   Other

2. How many years have you worked in elementary schools?
3. In what subject areas do you usually work or teach?
4. How satisfied are you with your school's reading program and resources used?

1	2	3	4
Not at all	Somewhat satisfied	Moderately satisfied	Extremely Satisfied

5. How often are data meetings held to discuss the data, trends and solutions?

1	2	3	4
Not at all	Sometimes	Bi-weekly	Weekly Satisfied

6. How well do you feel data drives the preparation of effective reading instruction at your school?

1	2	3	4
Not at all	Somewhat satisfied	Moderately satisfied	Extremely Satisfied

7. What are the benefits of your school's reading intervention program on the success of students' academic achievement?
8. What are the benefits of having both after school tutoring as well as Saturday school?
9. What challenges do you perceive interfere with improving reading proficiency among students at your school?
10. What disadvantages have you noticed in reading instruction at your school?
11. Is there adequate support to teach student groups in addition to the classroom teacher?
12. How does the school target each category of student to tier students (MTSS) to provide them with the necessary interventions to increase student performance?
13. What recommendations would you provide to modify your school's reading program to improve student proficiency in reading?
14. Are the students at your school making progress at an acceptable rate?

15. Are students at your school meeting short-term goals that will help them reach the long-term goals?

16. Does the instruction in reaching need to be adjusted or changed? If so, why and how?

17. Is there anything else you would like to add regarding reading instruction at your school?

Appendix C

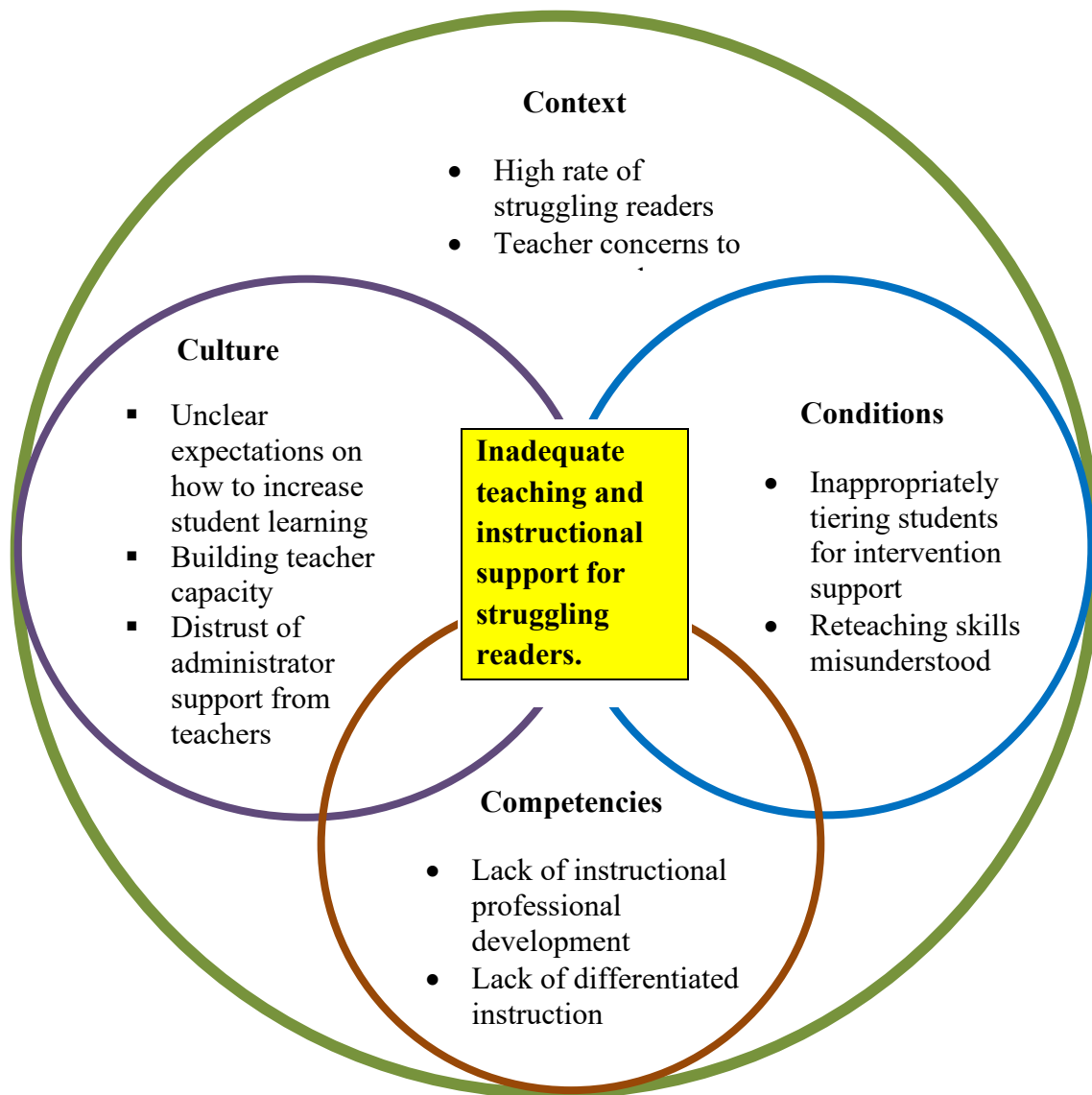**Leveled Literacy Intervention: Progress Monitoring Checklist**

Leveled Literacy Intervention Progress Report Orange, Green, & Blue Systems

School:				School Year:		Date:	

Student:			LLI Instructor:	
Grade:	LLI Level:		Classroom Teacher:	

Codes:		Testing Data:	Date:	Score:
1	Rarely	MAP Reading/Language Usage		
2	Sometimes	Star Reading		
3	Often	Fountas & Pinnell Benchmark		
4	Consistently	PALS:		
NA	Not Assessed	Other:		

Fluency					Fluency comments:
Phrased, fluent oral reading					
Pause at commas and periods					
Accurate intonation for dialogue, exclamation points and question marks					
Language structure, meaning, fast word recognition all used to support fluency and phrasing					

Reading					Reading comments:
Uses word parts to solve words i.e. letter/sound relationships to read and solve words					
Uses language structure to garner meaning from the story					
Recognizes a large core of high-frequency words					
Uses illustrations along with print to garner meaning					
Accuracy and self-corrections using meaning, language, or visual information					

Writing					Writing comments:
Penmanship					
Spaces between words					
Upper and lower case letters are used correctly					
High frequency words are spelled and used correctly					
Punctuation and standard English conventions are used correctly					
Writing is connected to meaning and ideas of the text					

Leveled Literacy Intervention Progress Report Orange, Green, & Blue Systems

Phonics & Word Study					Phonics & word study comments:
Demonstrates strong control of letter-sound relationships and word structures					
Uses spelling patterns					
Recognizes and uses high-frequency words appropriate to grade level					
Understands how to take words apart and recognize words in reading and writing					
Understands word meanings					

Oral Language-Discuss					Oral language comments:
Demonstrates syntax and complexity of sentences, vocabulary, identification and elaboration of ideas					
Uses expressive and non-verbal language to communicate knowledge about ideas, organization, structure, vocabulary, style, voice, conventions, and elements in relation to text usage in reading and writing					
Flexibly uses a variety of listening skills in gaining meaning from an expressive language presentation of ideas in either group experiences or individual conversations					

Other comments, concerns, observations, or pertinent background information:

Appendix D

AS IS 4 C's Analysis for Evaluation of One School's Reading Program to Support Struggling Readers Through the Use of Data

Context
- High rate of struggling readers
- Teacher concerns to

Culture
- Unclear expectations on how to increase student learning
- Building teacher capacity
- Distrust of administrator support from teachers

Inadequate teaching and instructional support for struggling readers.

Conditions
- Inappropriately tiering students for intervention support
- Reteaching skills misunderstood

Competencies
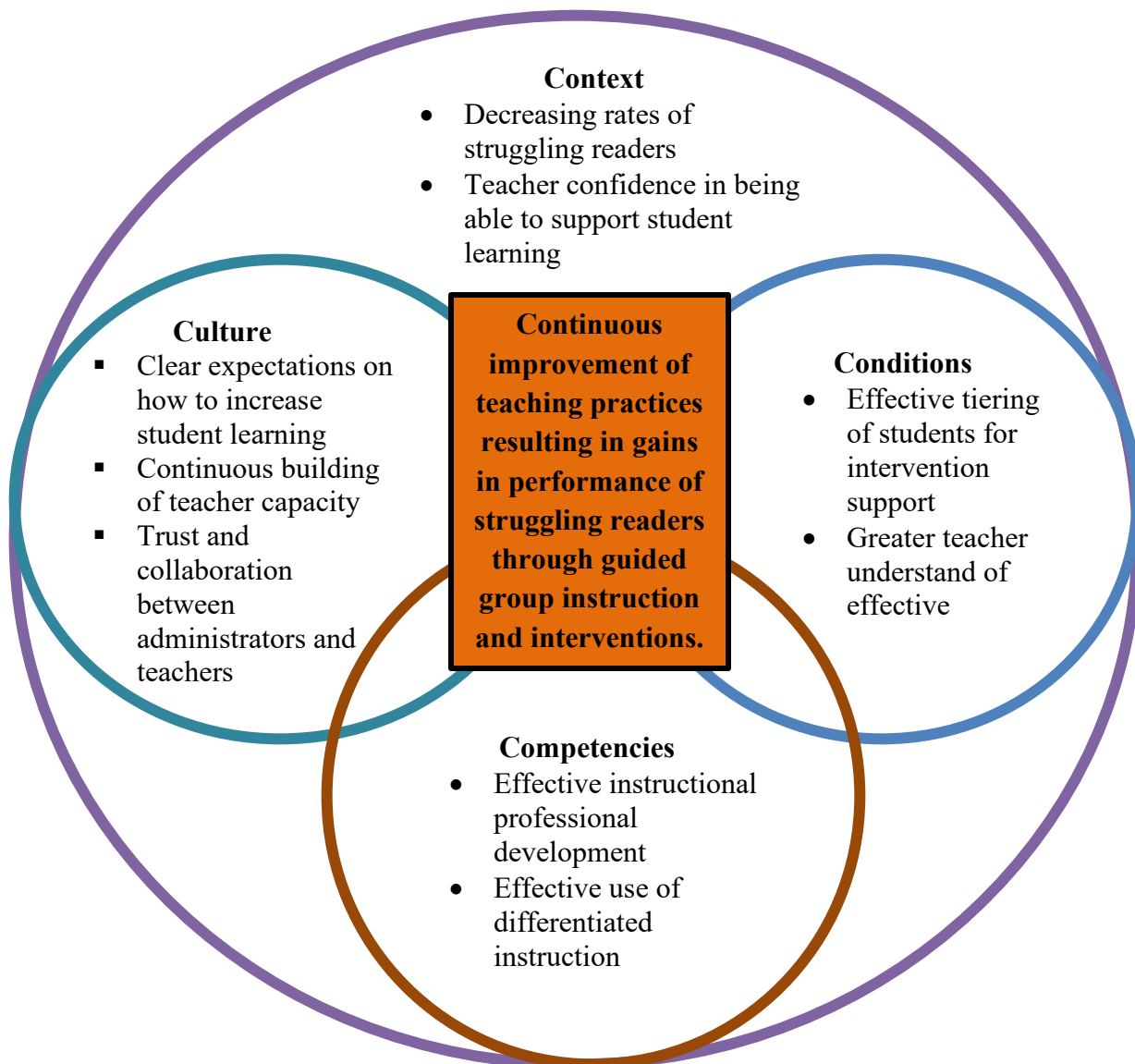- Lack of instructional professional development
- Lack of differentiated instruction

Appendix E

TO BE 4 C's Analysis for Evaluation of One School's Reading Program to Support Struggling Readers Through the Use of Data

Context
- Decreasing rates of struggling readers
- Teacher confidence in being able to support student learning

Culture
- Clear expectations on how to increase student learning
- Continuous building of teacher capacity
- Trust and collaboration between administrators and teachers

Continuous improvement of teaching practices resulting in gains in performance of struggling readers through guided group instruction and interventions.

Conditions
- Effective tiering of students for intervention support
- Greater teacher understand of effective

Competencies
- Effective instructional professional development
- Effective use of differentiated instruction

Appendix F

Strategies and Actions Chart

4Cs	Strategies	Actions
Context	❖ Administrators build the capacity of teachers ❖ Create enhanced structures to support teachers' best practices to promote student achievement	▪ Principals enhance teachers' ability to perform highly effective lessons. ▪ Principals provide teachers additional planning time plan effective lessons to support struggling readers. ▪ Principals will set aside budgetary funds for reading intervention resources. ▪ Principals will establish a resource room within the school's building for teachers to easily access teaching materials.
Culture	❖ Establish a culture of high expectations for students ❖ Build a culture of trust and respect	▪ Teachers will implement strategies gained from professional development ▪ Teachers will collaborate to share instructional strategies that increase their student data ▪ Teachers will conduct student data chats bi-weekly ▪ Students are accountable for tracking academic assessments ▪ Administrators and teachers will collaborate during round tables to discuss the reading intervention plan ▪ Administrators develop a recognition system

Conditions	❖ Increase teachers' planning time ❖ Provide reading intervention professional development for teachers	▪ Provide ongoing planned days for lesson planning ▪ Include appropriate tiering of students for reading intervention groups ▪ Include reteaching standards for skills misunderstood ▪ Continuous professional development for teacher improvement to evolve student learning
Competencies	❖ Enhance teacher's knowledge of the LLI reading intervention program ❖ Implementation of framework for the Leveled Literacy Intervention program	▪ Teachers will attend professional development with essential tools for effective instructional practices ▪ District and school-based coaches will facilitate the coaching cycle for teachers tiered on levels 2 and 3. ▪ School leadership will conduct monthly data meetings to review individual student assessment data. ▪ District stakeholders such as the associate superintendent, executive area director, and senior administrator will work with the school principal and assistant principal to discuss the framework of the Leveled Literacy Intervention program.