

ACTION RESEARCH FINAL REPORT

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2022 - 2023

NARRATIVE:

Title: What is the most effective way to utilize literacy based instructional strategies in our classrooms in order to achieve maximum student growth and achievement?

1 - THE STUDENTS TO BE SERVICED BY THIS RESEARCH AND THEIR NEEDS:

This research will serve current 7th grade Gold team middle level students attending Camillus Middle School and a select group of students in grade 8 attending Camillus Middle School. One researcher, Kerry Uy, serves as 7th grade ELA teacher and second researcher, Lori Merola, serves as secondary literacy coach.

2 - EDUCATIONAL ISSUES:

The West Genesee Central School District has continued to work towards the creation of a consistent plan for implementing literacy instruction at the secondary level. At the middle level, we currently have an educational program, Amplify, which is used to promote the consistency of standard based instruction among grade level teams. At the high school, the members of the ELA leadership team have been instrumental in implementing standard based instruction and creating clear curricular goals for each grade level. In addition, ELA teachers, at the secondary level, have been encouraged to work with literacy coaches, Stephanie Finn and Lori Merola, to incorporate more partner and solo reading opportunities. To promote more consistent literacy instruction throughout the secondary level, the researchers would like to study the effectiveness of the use of a literacy toolkit, with “plug and play” activities, that can be adapted to multiple grade levels, standards, and content areas. The literacy activities would be used with both groups, middle and high school students, with the hope of determining the best practices for literacy instruction at the secondary level. The vision for this work supports district wide SMART goals that lead us to function as a true Professional Learning Community by determining what strategies and activities are truly having a positive impact on student achievement for all secondary students.

Questions to be answered:

A- What are the most effective methods/best practices for literacy instruction in ELA classrooms?

B- Will the use of a literacy toolkit help ELA teachers to improve effectiveness as literacy specialists at the secondary level?

3- STANDARDS/STRATEGIC PLAN TO BE ADDRESSED:

West Genesee CSD Strategic Plan to be addressed:

Student Achievement:

Utilize student performance data to improve individual student academic achievement at every level.

Enhance academic support programs for students at all levels and continue to improve these services through regular monitoring and evaluation.

Educational Program:

Document, monitor, assess, and communicate curricula in all subject areas and at all levels to ensure fidelity

Evaluate academic programs and strategies to support a Multi-Tiered System of Support.

New York English Next Generation ELA standards: [Link to NYS Next Generation Standards](#)
- see document in proposal

4 - Data Sources will include:

A - Beginning/End of Unit Assessments

B - Formative/Summative Class Assessments

C - Collegial Input/Qualitative

D - Student self-reflection

E - Teacher made formative (pre-test) and summative (post-test) assessments

5 – Data Collection/Data Sources/Data Analysis:

Data will be collected in a recursive manner from several sources listed above. Data source A and B will be used to track the efficacy of Literacy Toolkit strategies. Data source C will be used to gather feedback about the use of the Literacy Toolkit strategies. Data source D will be qualitative and be used to get the feedback on the level of engagement and effectiveness of the strategy from the students' perspective. Data source E will give us quantitative information on the level of students' reading comprehension skills before and after direct, explicit, strategy instruction. Data collection will help to determine the benefit of the Literacy Toolkit to both students and teachers.

List of Toolkit Strategies Used:

I. Literacy Strategies -

A. Close Reading

B. Visualization

C. Partner Reading/Interaction

D. Think Aloud/Model

E. Metacognition/Pair Share

F. Vocabulary - White Board

Vocabulary, Gimkit, Kahoot

G. Multiple Choice Strategies

H. Partner Reading/Wor

- II. Edu Protocol(s) -**
- A. Word Up**
 - B. Fast and Curious**
 - C. CyberSandwich**
 - D. Sketch and Tell**

Data Collection

Data Source #1:

Data Type: Science Lesson Data

Pretest Overall Data: **16.6% proficient**

Post Test Overall Data: **80% proficient**

Overall Change: **+63.4**

Table # 1: Student Data 8th grade Science			
Student:	Pretest	Post Test	Change:
AS	6/7	7/7	+1
NC	4/7	5/7	+1
EJ	3/7	2/7	-1
AN	3/7	4/7	+1
TS	4/7	4/7	No change
ASi	1/7	4/7	+3
AV	5/7	7/7	+2
CW	3/7	5/7	+2
ES	2/7	5/7	+3
JW	2/7	7/7	+5
LB	2/7	5/7	+3
AC	3/7	5/7	+2
EC	6/7	6/7	No change
DF	5/7	6/7	+1

BK	1/7	4/7	+3
JK	3/7	5/7	+2
NL	3/7	5/7	+2
AN	4/7	5/7	+1
LMP	1/7	6/7	+5
BP	3/7	6/7	+3

Table # 2: Student Data 8th grade Science

Student:	Pretest	Post Test	Change:
DP	4/7	4/7	No change
AR	2/7	4/7	+2
MB	2/7	6/7	+4
DC	4/7	4/7	No change
AH	3/7	5/7	+2
MM	3/7	6/7	+3
AP	3/7	6/7	+3
FP	3/7	5/7	+2
NR	4/7	6/7	+2
CS	3/7	6/7	+3
AS	2/7	7/7	+5
CT	4/7	7/7	+3
DT	0/7	5/7	+5
AZ	4/7	6/7	+2
AM	4/7	6/7	+2
MN	4/7	7/7	+3
CP	4/7	5/7	+1
DW	3/7	5/7	+2
SO	4/7	6/7	+2

EP	5/7	7/7	+2
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Table # 3: Student Data 8th grade Science

Student:	Pretest	Post Test	Change:
OT	4/7	7/7	+3
SB	1/7	3/7	+2
LC	2/7	4/7	+2
AG	2/7	3/7	+1
NG	4/7	6/7	+2
CH	5/7	6/7	+1
LH	7/7	7/7	No change
CR	3/7	7/7	+4
AT	3/7	7/7	+4
JW	4/7	6/7	+2
TW	5/7	7/7	+2
DZ	5/7	7/7	+2
MBa	1/7	4/7	+3
AE	4/7	7/7	+3
OJ	1/7	6/7	+5
RP	7/7	7/7	No change
JR	3/7	6/7	+3
SS	4/7	7/7	+3
LS	3/7	7/7	+4
LSe	4/7	7/7	+3

Data Source #2:

Data Type: Edu Protocol - Fast and Curious Vocabulary Strategy

Pretest Overall Data: **58.7 % proficient**

Post Test Overall Data: **78.5 % proficient**

Overall Change : **+34%**

Edu Protocol Data: Fast and Curious

Includes Sample # 1 - 20 randomly selected students

Results: 95% of students improved from pre test to post test

Table # 4:			
Student:	Pre Test: Out of 100	Post Test: Out of 100	Results:
RA	0	70	+70
EB	50	30	-20
MB	50	80	+30
BB	10	60	+50
CB	90	100	+10
HB	40	50	+10
LB	40	70	+30
CB	80	90	+10
LBB	40	70	+30
SC	100	100	+(Highest Possible)
AC	20	80	+60
DC	50	80	+30
WC	50	80	+30
AC	60	70	+10
EC	100	100	+(Highest Possible)
RD	20	90	+70
LD	50	90	+40
KD	20	90	+70
MD	90	100	+10
AD	80	100	+20

Edu Protocol Data: Fast and Curious

Includes Sample # 2 - 20 randomly selected students

Results: 90% of students improved from pre test to post test

Table # 5:			
Student:	Pretest	Post Test	Change:
AK	60	90	+30
CK	20	70	+50
EM	80	100	+20
LM	50	60	+10
JM	40	20	-20
GM	70	80	+10
KM	50	80	+30
LM	70	90	+20
RM	50	80	+30
ON	90	100	+10
JO	100	100	Highest Possible
SAP	60	70	+10
LP	70	100	+30
DP	60	70	+10
SP	40	80	+40
RP	60	50	-10
WP	70	90	+20
AR	50	80	+30
OS	70	80	+10
SS	40	80	+40

Data Source # 3:

Data Type:Edu Protocol - Word Up Vocabulary Edu Protocol

Pretest Overall Data: 81 % proficient

Post Test Overall Data: 94 % proficient

Overall Change = +13%

Pretest/Post Test - Link It - Poe Vocabulary

Table #: 6 Word Up Data			
Period:	Pretest: Poe Vocabulary 1	Post Test: Poe Vocabulary 2	Change:
1	89%	96%	+6%
3	80%	92%	+12%
6	80%	95%	+15%
7	76%	92%	+16%
9	80%	97%	+17%

Data Source # 4:

Data Type:Edu Protocol - Word Up Vocabulary Edu Protocol

Student Reflection Question: How effective/engaging was the Word Up Edu Protocol ?

Scale: 5(most effective 3(somewhat effective) to 1(not effective).

Table # 7:						
Class:	Most Effective: Rating 4 to 5	Percentage:	Somewhat Effective: Rating 3		Not Effective: Rating 1 to 2	Percentage:
Period 1:	14	78%	4	22%	0	0%
Period 3:	18	90%	2	1%	0	0%
Period 6:	13	76%	2	12%	2	12%
Period 7:	10	72%	3	21%	1	7%
Period 9:	7	47%	6	40%	2	13%

Data Source # 5:

Data Type: Link it - Literacy Strategies - Various - listed below

- A. Close Reading
- B. Visualization/Sketch and Tell
- C. Partner Reading/Interaction
- D. Think Aloud/Model Metacognition/Pair Share
- E. Vocabulary - various strategies

Table # 8: Data Source - Pretest/Post Test - Link It			
Period:	Pretest: Statue of Liberty Student Average	Post Test: Earth, Wind, Sky Student Average	Change:
1	68%	72%	+4%
3	62%	56%	-6% ** see note
6	74%	78%	+4%
7	60%	63%	+3%
9	54%	67%	+13%

Table #9: Data Source - Pretest/Post Test - Link It			
Period:	Pretest: Red Scarf Girl Unit Student Average	Post Test: Character/Conflict Unit Student Average	Change:
1	85%	91%	+5%
3	77%	71%	-6% **see note
6	84%	86%	+2%
7	80%	83%	+3%
9	63%	66%	+3%

****Note:**

In above table # 6 and table #7, it is evident that period 3 declined and did not demonstrate growth according to the percentage data. In that particular class, the ELA teacher is unable to use all strategies that are currently employed in other periods due to best practices not being implemented consistently due to philosophical differences between classroom teacher and special education provider in period 3. The data suggests that the use of literacy strategies in other class periods has shown to have a positive impact on the student achievement when compared to period 3 data which functions here unintentionally as a control group.

Data Source # 6:

Data Type - Qualitative/Anecdotal Data - Teacher/Student

Please provide feedback about the literacy strategies employed by Kerry Uy in ELA 7:

Teacher # 1:	<p>Kerry has been doing a great deal of different strategies to help her students become successful with their reading skills. She has had the students read the material on their own and with partners. She also has had them go back to the text to find their answers and discuss their findings with a partner. It has also been wonderful to see that she has added in vocabulary activities to help strengthen where the ELA Amplify program has been weak with vocabulary pieces. These are all important skills the students need to become stronger readers. These changes in her classroom instruction have certainly benefited the students tremendously.</p>
Teacher # 2:	<p>Literacy Strategies - Feedback by topic:</p> <p><u>Close Reading</u> - Students at times find this challenging, but multiple exposures helped them to better recall and apply learned information</p> <p><u>Visualization/Drawing</u> - This activity was a favorite for our crew this year! The more pictures they saw and/or created significantly enhanced their ability to recall information at a later time</p> <p><u>Partner Reading/Partner Interaction</u> - Our crew struggled with partner reading this year. This was largely due to the fact that we have so many students who are reading well below grade level (6 of 9 students with IEPs are in Special Class Reading - an unheard of number for students accessing resource services). They did love interacting often with their partners, though!</p> <p><u>Think Aloud/Model Metacognition/Pair Share</u> - ex. partners talking to each other, describing what they visualize or imagine - Our students enjoyed every opportunity they had to share their thinking with a partner or small group. This gave them the chance to talk through their questions and fix any possible misconceptions they may have had on a given topic or text.</p> <p><u>Edu Protocol(s)</u> - Various - This seemed to be hit or miss depending on the student. Most students LOVED the Word Up protocol because they had some freedom to be a little more creative, especially when it came to finding their own meme or gif about their given vocabulary word.</p>

	Teacher # 2 Continued: <u>Vocabulary Strategies</u> - various - Gimkit, Stand up/Sit Down, start of class activities, bingo, etc. - Having the vocabulary strategies at the start of class really seemed to help our crew settle in and shift their thinking to ELA. Gimkit, as well as any activity that provided a little mobility helped the students to engage more in class.
Student # 1:	I like doing partner reading/ partner work because I like working and getting other people's perspectives on things. I also really like doing Gimkit because seeing and having to think about the answer is good for me. I also like that you can try to race other people so you always try to do your best.
Student # 2:	These strategies have been really helpful. These strategies are very engaging and help a lot when it comes to actually learning the material. I also think that partner work is very helpful with comprehending different aspects of whatever we are reading because you can break it down and hear other people's opinions.
Student # 3:	These strategies helped me memorize multiple words throughout the year and learn many other things. They also make some of the activities more fun than they normally would be which makes the material more enjoyable to learn.
Student # 4:	I like doing partner work because it helps me to think more clearly and be more accountable. In addition, it is helpful to get other's perspectives, and Kahoot and Gimkit are fun and also let me know what I need to work on.
Students #5:	These strategies have been mostly fun. Some of them have been fun and some of them have been a little bit boring. It is fun when you incorporate other things, like edu protocols, into the class, so it is not just the same work all the time.
Student #6:	The Kahoot and close reading strategies helped me the most. I really liked the kahoots because they were fun, and we still learned a lot. I also really liked close reading strategies, like sketch and tell, because it made me think and visualize what we were reading.
Student # 7:	These strategies were fun, cool ways to do our RIBS. I think that Bookachooka was nice, because seeing other people's opinions on different books gave many ideas on what to do next for RIBS, and it was very cool to see their choices.

Student # 8:	These strategies have helped me to have a deeper understanding of the material we are learning. The slideshow one(Word Up) that we did with the vocab when we put the two pictures and used it in a sentence. I liked it because you got new ways to view the words. Vocab activities like Sketch and Tell and Gimkit make it easier to memorize the vocabulary and make an easy way to connect the word to a drawing we did or an explanation used to identify the word.
Student # 9:	Yes some of the strategies we used really helped such as gimkit. It was attention grabbing, fun, and helped me learn my vocab better. Gallery walks with pictures made us focus on making something related to work but still have fun.
Student # 10:	I think these games have helped me understand and learn better because they make our class more active. It is more fun to learn especially when the activity is competitive because I am a very competitive person. I always want to win, so it makes me want to learn the information so I can win.
Student # 11:	I think that these strategies have been very helpful this year. They have helped me learn more vocab words in a fun way. I think that the sketch and tells have been very helpful because you get a certain amount of time to just draw what you have learned. I also think that the multiple choice elimination has been very helpful because it has made me go slower during tests & quizzes and made me more likely to get the question right. I also think that this strategy has been helpful for not only English but social studies, science, math, etc. I think that these strategies will continue to help me in the future.
Student # 12:	Close reading helps me find what I need, like if I was answering a question I would read first for the gist and then skim back in the reading looking for the specific answer. Practicing the steps in English has made me more likely to do this on my own in other classes. The gallery walks have helped me see other people's ideas of what we are doing in class or what they think about the story we are reading. The sketch and tell strategy is great because I love to draw and the pictures help me to see what is going on in the story.

Data Analysis/Implications: Our data supports a strong case for the effectiveness of active, engaging literacy based activities for students to practice the skills that they are being taught. It is apparent that spending time on the **process** of reading comprehension will enhance a student's understanding of text. Teachers are encouraged to spend more time on this process, rather than just students producing a **product** of comprehension. Research especially supports the work with vocabulary in order for students to have breadth and depth of the English language and how it works.

7 - Timeline:

November 2022:

- Meet together to decide how we will utilize the “Literacy Toolkit” in classes and record data.
- Create recording documents
- Decide which measures would be most effective to collect data.

December 2022

- Provide instruction using Literacy Toolkit.
- Utilize varying activities with different classes/levels.
- Administer end of unit assessment.
- Record data.
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January 2023 - March 2023

- Repeat the process above with as many additional activities as time allows.
- Continue to record data and make notes about the utilization of Literacy Toolkit.
- Experiment with various ways to present instruction.

April 2023

- Analyze data.
- Draft and redraft final report.
- Present the results and findings to school administrators.
- Share the results with colleagues including: team teachers, I.S. staff, special educators, and assistants.

May 2023

- Submit a final report to the Teaching Center.
- Present findings to fellow colleagues, administrators during Collegial Cafe.