

# Kelsy Lohr's Action Research plan

| Plan                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Your context</b>  | I am a 6th grade English Language Arts teacher at a middle school in Oak Park, Michigan. The school is a Title 1 middle school situated in a suburban area just outside of Detroit. The student population is predominantly African American, with a significant percentage qualifying for free or reduced-price lunch. The school serves about 700 students and includes a diverse range of learners, including students varying academic abilities and socioeconomic backgrounds.                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Your plan</b>     | <ol style="list-style-type: none"> <li>1. Problem: A lack of student responsibility and organizational skills that results in frequent missed assignments, difficulty keeping track of deadlines, and a lack of preparedness.</li> <li>2. Change: Our school can distribute a standardized, school-wide planner to each student to allow them to track assignments, manage deadlines, and access resources related to time management and study skills.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Stakeholders</b>  | <ul style="list-style-type: none"> <li>• Administration - Position of authority, decides the budget and school-wide initiatives</li> <li>• Teachers - Direct impact on students and engagement but much less influence in school decisions</li> <li>• Students - No power in decision-making but benefit from the change. Need their buy-in for a successful program</li> <li>• Parents/Guardians - Little power and involvement, but they will help influence student engagement</li> <li>• School Support Staff (Security, Office Admin) - No decision-making power but will support with program success</li> </ul>                                                                                                                                                                                                                                                                                     |
| <b>Participation</b> | <ul style="list-style-type: none"> <li>• Student <ul style="list-style-type: none"> <li>○ As participants, they can provide valuable feedback through surveys, focus groups, and conversations regarding the experience using planners.</li> <li>○ As partners, they can be involved in planning the design and implementation.</li> </ul> </li> <li>• Teachers <ul style="list-style-type: none"> <li>○ As participants, they can provide classroom observation anecdotes and reflections on student progress.</li> <li>○ As partners, they can help design the planner, help develop classroom implementations strategies, and participate in analysis and reflection</li> </ul> </li> <li>• Parents/Guardians <ul style="list-style-type: none"> <li>○ As participants, they can provide feedback during parent-teacher conferences and through surveys regarding effectiveness.</li> </ul> </li> </ul> |

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|                        | <ul style="list-style-type: none"> <li>○ As partners, they can discuss strategies in small groups to help support organization at home (this ties into my Parent Teacher Network designed in EAD 861)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Act and Observe</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Implementation</b>  | <p><i>Step 0.</i> I will receive a quote from the planner company and receive budget approval from the administration to move forward with the plan. Consider starting with 6th grade before expanding to all grade levels if cost is a prohibitor.</p> <ol style="list-style-type: none"> <li>1. A committee of students and teachers will design or select a planner that meets the needs for OPPA students. <ol style="list-style-type: none"> <li>a. There may be a challenge with balancing cost with quality and functionality for students.</li> </ol> </li> <li>2. During summer PD, school administration will conduct a training session for all teachers on how to effectively use the planner and integrate it into their instruction. <ol style="list-style-type: none"> <li>a. Teachers will resist adding another task to their workload.</li> <li>b. It will be challenging to have consistent implementation across all classrooms, particularly those that are taught by guest teachers or non-school district personnel.</li> <li>c. Some teachers may not be organized themselves, which may result in challenges teaching organizational skills.</li> </ol> </li> <li>3. In the beginning of the school year, teachers will hold classroom-based lessons to introduce planners to students, explain their purpose, and demonstrate how to use them. This is an ongoing and iterative process. <ol style="list-style-type: none"> <li>a. Teachers may not want to dedicate curriculum time to teaching about planners.</li> <li>b. Students may lose or damage the planners.</li> <li>c. Students may not consistently use the planners.</li> </ol> </li> <li>4. Teachers will incorporate planner checks into their classroom routines. Data is collected through teacher observations, student self-assessments, and parent feedback. <ol style="list-style-type: none"> <li>a. Teachers will need to keep track of data over time.</li> <li>b. Teachers may struggle with consistently implementing planner checks or usage in the classroom.</li> </ol> </li> <li>5. During April-May, data is analyzed by the action research team to reflect on the effectiveness of the planners to determine if the school will continue the program next year. <ol style="list-style-type: none"> <li>a. It may be challenging for the research team to draw meaningful conclusions on the data collected, depending upon overall school buy-in.</li> </ol> </li> </ol> |

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| <b>Data collection</b> | <ol style="list-style-type: none"> <li>1. Student Surveys <ol style="list-style-type: none"> <li>a. Quantitative data will be collected through surveys in the form of Likert scales. Surveys can also include open-ended questions which allow students to express their thoughts on planners in their own words.</li> <li>b. Qualitative data will be collected through small group discussions.</li> </ol> </li> <li>2. Teacher Observations <ol style="list-style-type: none"> <li>a. Teachers will participate in discussions of their observations during staff meetings or PLCs to discuss student progress. <ol style="list-style-type: none"> <li>i. Recordings of noticed behaviors will be completed using a rubric rating before, during, and after implementation. <ol style="list-style-type: none"> <li>1. Rubrics, along with anecdotal reflection notes, can be recorded in team shared Google Docs with dated journal entries.</li> </ol> </li> </ol> </li> </ol> </li> <li>3. Assignment Completion Rates and Grade Data <ol style="list-style-type: none"> <li>a. Data is collected based on assignment completion rates and grade averages in MiStar. Data can be compared against previous records prior to planner implementation (would be helpful to get this data now if this were a real project...)</li> <li>b. Teachers can show students data and conduct small group or independent interviews to get a better understanding of why the data looks the way it does. For example, <i>if grades go up</i>, is it because of the planner implementation or is there another factor involved?</li> </ol> </li> </ol> |
| <b>Reflect</b>         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Data analysis</b>   | <ol style="list-style-type: none"> <li>1. Student Surveys <ol style="list-style-type: none"> <li>a. Quantitative analysis - Use descriptive statistics (such as means or frequencies) to analyze Likert scale responses on surveys as they relate to organizational skills and planner use. T-tests can be used to compare pre and post implementation scores</li> <li>b. Qualitative analysis - Involve students in reviewing material by holding whole group or small group discussions based on trends they notice.</li> </ol> </li> <li>2. Teacher Observations <ol style="list-style-type: none"> <li>a. Quantitative analysis - Record observed positive behaviors (planner usage, assignment completion) and negative behaviors (missed deadlines, disorganization, forgetfulness) pulled from teacher team journals. Calculate frequency of observed positive behaviors and negative behaviors.</li> <li>b. Qualitative analysis - Analyze anecdotal records to explore recurring patterns related to student responsibility and planner usage. How did the planners impact student behavior? Discuss findings during PLCs and staff meetings to</li> </ol> </li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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|                                        | <p>assess and determine effectiveness from teacher's perspective.</p> <p>3. Assignment Completion Rates and Grade Data</p> <p>a. Quantitative analysis - We would calculate the average assignment completion rate and grade averages for pre and post implementation periods. Using the paired t-tests, determine if there are any statistically significant differences.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Report</b>                          | <p>To communicate my findings with stakeholders, I would consider several different approaches depending upon my audience.</p> <p>Administrative Team - I would prepare a formal presentation including a summary of the research question and key findings from the data sources. Further, ongoing dialogue with the administrative team is crucial throughout the research project to discuss feedback and updates.</p> <p>Students - Each teacher can give a presentation that focuses on the key finding relevant to students' experiences. This is a time for students and teachers alike to ask questions and share their thoughts.</p> <p>Parent/Guardian Newsletter - A newsletter reporting findings can be published and provided to students. The newsletter can provide resources for how they can support their student's organization and responsibility.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Reflect, revise, and next steps</b> | <p>The next step is to contact the yearbook company (or another planner provider) to obtain a quote for school-wide planners. I can explore the different options provided, such as customization, hallway passes, time management resources, student handbook insert, and more. There will likely be tiered pricing depending upon the number of inserts or customizations. Since I believe cost will be a significant concern, I can prepare a tiered proposal of two options:</p> <ol style="list-style-type: none"> <li>1. Full school-wide implementation</li> <li>2. Pilot program with 6th graders only</li> </ol> <p>I can research potential funding sources or grants that could help support this initiative. This is going to be a cost to a school with very limited resources, so it is important to provide concrete financial information to the administrative team to increase likelihood of approval.</p> <p>If approved, I will need to form a planning committee composed of teachers, counselors, students, and even parent representatives. We will develop the planner's design, content, and features.</p> <p>Then, a teacher training plan will need to be created for summer professional development, which focuses on planner implementation and instructional strategies. With support from teachers, we can create a student introduction plan for how to teach students how to use the planner.</p> <p>Finally, data collection tools, including the surveys, rubrics, and more will need to be created to allow for a smooth process.</p> |