

Module 6: Final Report for Maplewood Middle School Literacy Improvement Initiative

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LII Data Final Report for Maplewood Middle School

Executive Summary

The LII program's objective is to enhance reading comprehension, vocabulary, and student engagement with literature over two years, consisting of three main components: student progress, family engagement, and teacher implementation. Program goals include increasing student reading levels by at least one grade, empowering families to support literacy development at home, and equipping teachers with culturally responsive, evidence-based literacy strategies. Key stakeholders involve the student body, families, teachers, school administrators, and government funding agencies. Goals target 70% of participating students demonstrating at least one grade level improvement in reading, alongside gains in comprehension, fluency, and vocabulary. Additionally, family engagement has risen, with 50 families taking part in workshops, take-home assignments, and literacy logs. Although the goal of 80% teacher adoption wasn't fully met, teacher feedback indicates areas for continued improvement and highlights the growing need for professional development. Recommendations focus on strengthening teacher professional development, expanding family engagement opportunities, and utilizing student success data to guide instruction and program expansion. These recommendations stem from the collected evidence and aim to enhance the LII program.

Background and Alignment with Goals and Objectives

The Maplewood Middle School Literacy Improvement Initiative (LII) aimed to enhance reading comprehension, vocabulary, and student engagement with literature over a two-year period. Program goals include increasing student reading levels by at least one grade, empowering families to support literacy development at home, and equipping teachers with culturally responsive, evidence-based literacy strategies. Key stakeholders include the student body, families, teachers, school administrators, and government funding agencies. Using targeted interventions, family engagement initiatives, and teacher professional development, LII measured program outcomes by assessing student progress, tracking student attendance and participation, measuring family participation and engagement, and identifying gaps in culturally responsive curriculum.

Student progress was measured by identifying changes in reading comprehension, fluency, and vocabulary levels, as well as tracking student attendance and participation in intervention sessions. The program's target was to have 70% of students demonstrate at least one grade level improvement in reading level growth per academic year. The target for family engagement was 50%, which included participating in literacy-related family workshops, completing take-home reading assignments, and logging literacy practices. A goal of 80% teacher adoption was measured by evaluating how effectively teachers implemented strategies in the classroom, assessing the impact of these strategies on student outcomes, and identifying classrooms that use evidence-based and culturally sensitive teaching practices.

Key program evaluation objectives assessed improvements in student literacy that have been achieved, the effectiveness of family engagement in supporting literacy development, and the extent to which teachers are implementing LII strategies. These evaluation objectives ensured

alignment with best practices in program evaluation by providing avenues for actionable change that incorporated stakeholder engagement and ethical considerations, thereby ensuring a comprehensive and meaningful evaluation process.

Findings and Data Analysis

The following discusses the findings of the LII program regarding student progress, family engagement, and teacher implementation. Overall, there are positive correlations between program goals and data metrics.

Student Progress

By the end of the two-year program, student progress was measured by identifying changes in reading comprehension, fluency, and vocabulary levels, as well as tracking student attendance and participation in intervention sessions. This data highlights the program's outcomes and trends, with a target of 70% of LII participating students demonstrating at least one grade level improvement in reading level growth per academic year. Three forms of both qualitative evidence (teacher observations, student reflections, and focus groups) and quantitative metrics (reading level gains, fluency scores, and vocabulary assessments) are used, ensuring that the findings presented are truthful and informative for future program decision-making.

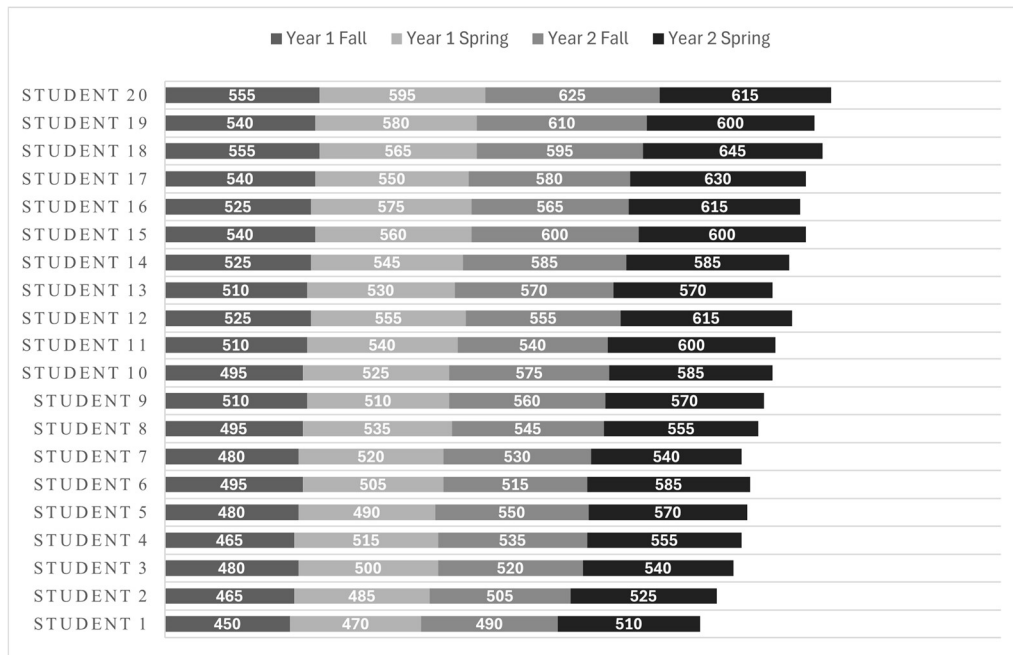
Teacher observations, student reflections, and semi-structured interview data support the goal of 70% of LII participating students demonstrating one grade level improvement in reading level growth per academic year. Teacher observations provided ongoing insights into student reading behaviours, engagement, strategy use, and fluency, additionally providing context and meaning to the observations. Using a structured rubric journal, teacher observations noted that students strengthened their abilities in engagement, fluency, comprehension, application, confidence, and stamina. Samples of teacher observations and feedback are provided in

Appendix A. Student reflections provided insight into levels of engagement, as indicated by family survey data responses, which show a nearly 100% increase in student interest in reading (see Appendix B). Semi-structured interview data collected by teachers and support staff provide additional support that grade levels increase with the assistance of the LII program.

Quantitative evidence, collected through reading level gains, fluency scores, and vocabulary assessments, demonstrates measurable student progress toward the goal of 70% of LII participating students achieving one grade level improvement in reading level growth per academic year, providing objective measurements. Figure 1 shows changes in reading scores as per the STAR data. STAR reading scores evaluate reading level gains and fluency scores and are tracked at four intervals over the two years (Year 1 Fall, Year 2 Spring, Year 2 Fall, Year 2 Spring). The average year 1 Fall scores were 507 points, and year 1 Spring scores were 532.5 points, a 25.5-point increase. The average year 2 Fall scores were 557.5 points, and the average ending year 2 Spring scores were 580.5 points, indicating an increase of 23.5 points. The overall point increase is 73.5. Although it is below the average expected growth for other middle schools, participants started at a level significantly below grade level; therefore, this represents a positive outcome.

Figure 1

Changes in Reading Scores



Note. This figure illustrates the improvements in reading fluency throughout the ILL program, as measured by STAR reading scores, over two years.

These metrics collectively support the conclusion that the LII program has a positive impact on reading development, and the data provides a strong foundation for scaling the program and continued support.

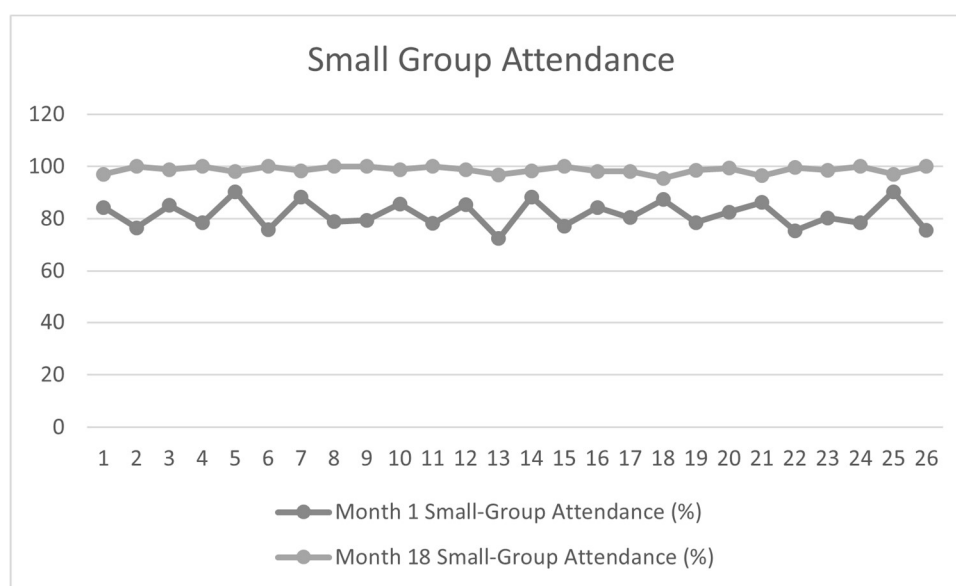
Family Engagement

The target for family engagement was set at 50%, based on participation in literacy-related family workshops, completion of take-home reading assignments, and logging of literacy practices. The following quantitative data shows measurable achievement of the 50% engagement goal, including participation percentages, completion counts and rates, and trends over time. Nearly 100% of responses in the Family Survey indicate increased reading interest demonstrated by students and that the workshops were either ‘extremely helpful’ or ‘very helpful’, as shown in Appendix C. Additional resources included take-home reading assignments and literacy logs, which tracked family engagement through participation and provided positive

feedback results. Classroom student attendance intervention data indicates a 17% increase in small group workshop attendance between months one and 18; however, one-on-one attendance experienced an average decrease of 1.88% over the same period. This metric supports the conclusion that the LII program has a positive impact on student and family engagement using small group workshops. Appendix D provides data on attendance at small-group and one-on-one workshops and Figure 2 showcases stabilized attendance ratings for small-group workshops.

Figure 2

Small Group Workshop Attendance



Note. Small-group attendance for workshops increased for all students participating in LII.

The qualitative data provides context and depth to help stakeholders understand why families engaged or did not, and how they experienced the initiative. This is done through a combination of family testimonials and reflections, teacher observations, and open-ended survey results. Family testimonial and reflection data was collected and included comments like “We now have a ‘family book club’ where we all read the same story and discuss it over dinner.”, and,

"I've started asking my child questions about the books they're reading, and it's made our conversations so much richer." (Appendix E).

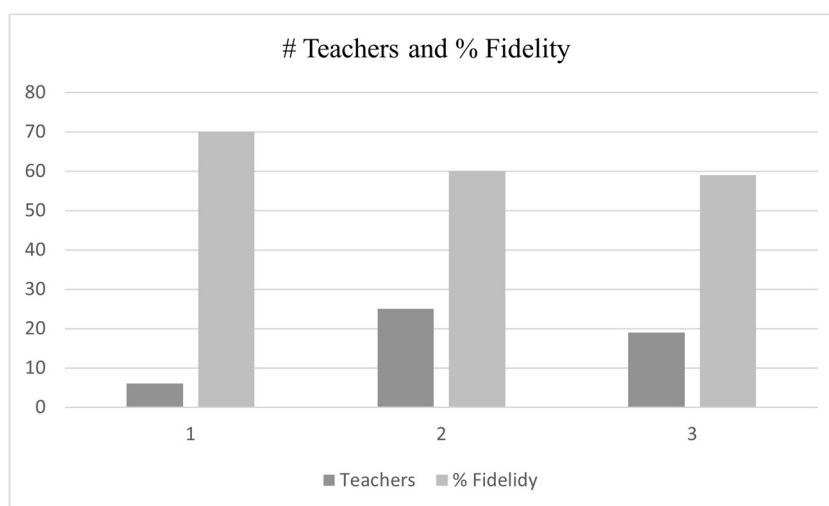
Teacher Implementation

A goal of 80% teacher adoption fidelity was assessed by measuring the effectiveness with which teachers implemented strategies in the classroom, evaluating the impact of these strategies on student outcomes, and identifying classrooms that employed evidence-based and culturally sensitive teaching practices. Metrics such as implementation rate, strategy usage, and student impact data help to communicate quantitative information.

As shown below in Figure 3, at the end of year 1, six teachers achieved 70% fidelity (row 1), 25 teachers reached between 60% and 70% fidelity (row 2), and 19 teachers remained below 59% fidelity (row 3). Additional fidelity data is available in Appendix F.

Figure 3

Number of Teachers and Percent Fidelity



Note. The goal of 80% fidelity was unmet in year 1. This bar graph compares the number of teachers to the degree of fidelity, guiding future strategies to increase fidelity percentages.

Year 2 data is needed to correlate the findings; however, it highlights an increasing need for support in helping teachers acquire culturally responsive, evidence-based literacy strategies. Additionally, teacher feedback indicates a need for supplementary resources, including visual aids, formative assessments, classroom management techniques, and time management strategies (Appendix G). Further information about the frequency of strategy usage, such as guided readings, vocabulary mapping, and small group work, would be beneficial. Future student impact data that compares reading advancements in the classroom using high versus low levels of strategy implementation would help determine future metrics and reliable supporting resources.

Quantitative data adds context and personal perspective to qualitative findings. To support further understanding of the high turnover rate for teachers at Maplewood Middle School, teacher reflections and exit surveys would provide data that supports further development of strategies to achieve program goals. Continuing with instructional coaching and administration instruction further supports teacher development and should be incorporated into future professional development opportunities. Additionally, encouraging collaboration, teamwork, and sharing among teachers provides pathways for program buy-in.

Outcomes

By the end of the two-year LII program, 70% of students demonstrate at least one grade level improvement in reading level growth per academic year, as evidenced by changes in reading comprehension, fluency, and vocabulary levels, supported by tracking student attendance and participation in intervention sessions. This improvement was identified using both qualitative and quantitative data. Quantitative data from STAR assessments showed a positive increase of 73.5 points in reading scores over the program, regularly showing improvements throughout each assessment period. Although participants began below grade levels, student

demonstrated increased confidence, stamina, engagement, fluency, and interest in literacy initiatives. Nearly all families reported an increase in student engagement. These findings support the program goal and outcome of increasing student reading levels by at least one grade for participating students.

By the end of the two-year LII program, 50 families were engaged in literacy activities outside the classroom. Quantitative data showed strong participation in literacy-related workshops, as well as the completion of take-home reading assignments and literacy logs. Small-group workshop attendance increased by 17% over the two years. One-on-one literacy assistance was not as well attended and did not notably impact the overall engagement of families. Family survey responses indicated increased student interest in reading activities, with many finding the workshops to be “extremely helpful” or “very helpful.” Qualitative data further supported the findings on family engagement through testimonials and survey questions. Families reported establishing new reading routines and engaging in family reading activities. These findings confirm that the program’s engagement component had a measurable and positive impact, providing a strong foundation for sustaining and expanding the program.

The LII program set a goal of 80% teacher adoption of LII, which was measured by evaluating how effectively teachers implemented strategies in the classroom, assessing the impact of these strategies on student outcomes, and identifying classrooms that utilized evidence-based and culturally sensitive teaching practices. While the goal was not fully met in year 1, the data highlights progress and opportunities for increased focus on the goal of equipping teachers with culturally responsive, evidence-based literacy strategies. Six teachers reached a fidelity rate of 70% or higher, with an additional 25 teachers demonstrating partial implementation between 60-70%. This indicates a strong foundation for future support needed to

improve overall teacher adoption. Teacher feedback offers suggestions for improvement and identifies areas for further development. Teacher reflections and exit surveys offer valuable insights into the challenges faced by teachers, fostering collaboration, communication, and teamwork that promote further professional development and program sustainability.

Recommendations

Recommendations include strengthening teacher professional development, expanding family engagement opportunities, and leveraging student success data to inform instruction and program scaling.

Strengthening Teacher Professional Development

Although the program achieved many successes, the teacher fidelity goal of 80% adoption was unmet. Teacher and fidelity feedback suggest that professional development needs to be more targeted and responsive to the diverse needs of teachers. It is recommended that the LII program develop a tiered professional development model that includes foundational and progressive, evidence-based strategies to support the goal of equipping teachers with culturally responsive, evidence-based literacy skills. Additionally, administrators can provide ongoing coaching and instruction, fostering an atmosphere of sharing, collaboration, communication, and teamwork. Providing supplemental classroom materials will also improve fidelity and reduce teacher workload.

Expanding Family Engagement Opportunities

Small-group workshops have shown success, while one-on-one workshops have indicated positive outcomes associated with this support. Testimonials and family feedback suggest that families are ready and willing to support student literacy. It is recommended that the LII program expand small-group workshops, utilizing flexible schedules to accommodate more families.

Reduce or eliminate one-on-one instruction workshops and redirect resources toward the expansion of small-group workshops. Additional opportunities exist to provide culturally responsive take-home work for families to encourage ongoing family participation.

Leveraging Student Success Data

Utilizing student success data to guide instruction and program expansion is supported by program outcomes that show increases in fluency, comprehension, engagement, and confidence. Further analysis of reading growth data based on strategy use and teacher fidelity could identify practices that produce the best results. This data may also inform teacher coaching, enhance strategies, and share success stories with various stakeholders. The program's success suggests there is potential for growth and scaling into additional classrooms or schools with high needs.

Conclusion

The objective of the LII program is to enhance reading comprehension, vocabulary, and student engagement with literature over two years. It encompasses three main components: student progress, family engagement, and teacher implementation. The program goals consist of increasing student reading levels by at least one grade, empowering families to support literacy development at home, and equipping teachers with culturally responsive, evidence-based literacy strategies. Key stakeholders include the student body, families, teachers, school administrators, and government funding agencies. By the end of the two-year LII, 70% of participating students demonstrated at least one grade level improvement in reading, as indicated by STAR scores, which reflected an average increase of 73.5 points in reading scores, showing gains in comprehension, fluency, and vocabulary. Family engagement rose, with 50 families participating in workshops, take-home assignments, and literacy logs. A 17% increase in small-group workshops was observed, while attendance at one-on-one workshops declined slightly. Families

report positive outcomes from the program. Although an 80% teacher adoption goal was not fully achieved, teacher feedback highlighted areas for continued improvement and an increased need for professional development. Recommendations include strengthening teacher professional development, expanding family engagement opportunities, and leveraging student success data to inform instruction and program scaling. These recommendations are based on collected evidence and are intended to enhance the LII program. Overall, there are positive correlations between program goals and data metrics.

Appendix A

Sample Teacher Observations

Observation 1 – Reading Engagement (Initial Stage)

Date: September 21, Year 1

Student: S001 (Grade 6)

“Student displayed low initial engagement during silent reading, frequently off-task and flipping through pages without reading. When given a graphic novel, however, he showed more sustained attention. Switching to high-interest, lower-level texts may increase motivation.”

Observation 2 – Oral Fluency Progress

Date: November 3, Year 1

Student: S002 (Grade 7)

“S002 read with increased accuracy and smoother phrasing today. Compared to earlier in the term, there are fewer pauses and self-corrections. She now reads at a conversational pace, especially when given pre-reading vocabulary support.”

Observation 3 – Strategy Use (Monitoring Comprehension)

Date: January 19, Year 1

Student: S003 (Grade 8)

“S003 stopped mid-paragraph and said, ‘I don’t get what’s going on here,’ then reread the previous page without prompting. He’s beginning to self-monitor and use rereading to clarify comprehension. This is a major shift from earlier in the year when he would guess without checking for meaning.”

Observation 4 – Participation & Confidence

Date: March 12, Year 1

Student: S004 (Grade 6)

“Voluntarily shared her opinion during a literature circle for the first time. Student summarized a chapter and used text evidence to support her thinking. Demonstrates increased confidence in reading comprehension and peer discussion.”

Observation 5 – Vocabulary Acquisition

Date: April 7, Year 1

Student: S005 (Grade 7)

“Actively recording new vocabulary in his reading log and correctly using several words (‘murmur,’ ‘frustrated’) in his written response. Noticed improvement in vocabulary retention when we preview new words before reading.”

Observation 6 – Reading Stamina

Date: September 15, Year 2

Student: S006 (Grade 8)

“Student maintained focus during an extended 30-minute reading block. Finished two chapters of a novel and asked to continue reading at home. This is a significant improvement in reading stamina compared to Year 1.”

Observation 7 – Decoding & Phonics Strategy Use

Date: October 23, Year 2

Student: S007 (Grade 6)

“During small group instruction, student broke down multisyllabic words (‘information,’ ‘adventure’) into syllables to decode. Applied phonics strategies independently without teacher prompting, showing skill transfer.”

Observation 8 – Engagement Through Choice

Date: December 5, Year 2

Student: S008 (Grade 7)

“Given the opportunity to choose her own book from the classroom library, S008 became much more engaged. She finished the book within a week and initiated a discussion about the main character’s motivation. Book choice appears to strongly influence her engagement.”

Observation 9 – Peer Collaboration & Fluency

Date: February 14, Year 2

Student: S009 (Grade 8)

“During partner reading, student gave encouraging feedback and helped correct mispronunciations. Reads aloud clearly with attention to punctuation. Peer collaboration seems to support his oral fluency and comprehension.”

Observation 10 – Intervention Attendance & Outcomes

Date: May 8, Year 2

Student: S010 (Grade 6)

“This student has attended 100% of intervention sessions this term and has shown consistent improvement. Reading level increased by 1.5 grades since last fall. He is now initiating use of comprehension strategies like predicting and summarizing.”

Appendix B

Family Survey Data Results

Family ID	Frequency of Reading Activities (Baseline)	Frequency of Reading Activities (Post)	Increased Confidence in Supporting Literacy	Child's Interest in Reading (Post)
5	Once a week	Once a week	Somewhat More Confident	No Change
28	Once a week	Once a week	Significantly More Confident	No Change
1	Several times a week	Daily	Significantly More Confident	Significantly Increased
3	Less than once a week	Daily	Significantly More Confident	Significantly Increased
4	Never	Several times a week	Significantly More Confident	Significantly Increased
6	Daily	Daily	Significantly More Confident	Significantly Increased
8	Less than once a week	Several times a week	Significantly More Confident	Significantly Increased
9	Once a week	Daily	Significantly More Confident	Significantly Increased
11	Once a week	Once a week	Significantly More Confident	Significantly Increased
13	Never	Daily	Significantly More Confident	Significantly Increased
14	Once a week	Once a week	Significantly More Confident	Significantly Increased
15	Several times a week	Daily	Significantly More Confident	Significantly Increased
16	Daily	Daily	Significantly More Confident	Significantly Increased
19	Less than once a week	Daily	Significantly More Confident	Significantly Increased
20	Never	Several times a week	Significantly More Confident	Significantly Increased
21	Several times a week	Several times a week	Significantly More Confident	Significantly Increased
23	Less than once a week	Several times a week	Significantly More Confident	Significantly Increased
25	Daily	Daily	Significantly More Confident	Significantly Increased
26	Once a week	Daily	Significantly More Confident	Significantly Increased

29	Less than once a week	Several times a week	Significantly More Confident	Significantly Increased
30	Never	Daily	Significantly More Confident	Significantly Increased
31	Once a week	Several times a week	Somewhat More Confident	Significantly Increased
32	Several times a week	Daily	Significantly More Confident	Significantly Increased
34	Less than once a week	Several times a week	Significantly More Confident	Significantly Increased
35	Never	Several times a week	Significantly More Confident	Significantly Increased
37	Several times a week	Daily	Significantly More Confident	Significantly Increased
38	Daily	Daily	Significantly More Confident	Significantly Increased
39	Less than once a week	Daily	Significantly More Confident	Significantly Increased
41	Several times a week	Daily	Significantly More Confident	Significantly Increased
43	Once a week	Once a week	Significantly More Confident	Significantly Increased
44	Never	Several times a week	Significantly More Confident	Significantly Increased
46	Daily	Daily	Significantly More Confident	Significantly Increased
48	Several times a week	Daily	Significantly More Confident	Significantly Increased
49	Once a week	Daily	Significantly More Confident	Significantly Increased
50	Never	Several times a week	Significantly More Confident	Significantly Increased
51	Several times a week	Daily	Significantly More Confident	Significantly Increased
53	Once a week	Once a week	Significantly More Confident	Significantly Increased
54	Daily	Daily	Significantly More Confident	Significantly Increased
56	Never	Several times a week	Significantly More Confident	Significantly Increased
57	Several times a week	Daily	Significantly More Confident	Significantly Increased
58	Once a week	Daily	Significantly More Confident	Significantly Increased
60	Daily	Daily	Significantly More Confident	Significantly Increased

2	Once a week	Several times a week	Somewhat More Confident	Somewhat Increased
7	Several times a week	Several times a week	Somewhat More Confident	Somewhat Increased
10	Several times a week	Several times a week	Somewhat More Confident	Somewhat Increased
12	Less than once a week	Several times a week	Somewhat More Confident	Somewhat Increased
17	Several times a week	Several times a week	Somewhat More Confident	Somewhat Increased
18	Once a week	Several times a week	Significantly More Confident	Somewhat Increased
22	Once a week	Once a week	Somewhat More Confident	Somewhat Increased
24	Once a week	Once a week	Significantly More Confident	Somewhat Increased
27	Several times a week	Several times a week	Somewhat More Confident	Somewhat Increased
33	Once a week	Once a week	Somewhat More Confident	Somewhat Increased
36	Once a week	Several times a week	Somewhat More Confident	Somewhat Increased
40	Once a week	Several times a week	Significantly More Confident	Somewhat Increased
42	Less than once a week	Several times a week	Somewhat More Confident	Somewhat Increased
45	Once a week	Once a week	Significantly More Confident	Somewhat Increased
47	Less than once a week	Several times a week	Somewhat More Confident	Somewhat Increased
52	Less than once a week	Several times a week	Somewhat More Confident	Somewhat Increased
55	Once a week	Once a week	Significantly More Confident	Somewhat Increased
59	Several times a week	Several times a week	Somewhat More Confident	Somewhat Increased
... (Truncated for brevity)				

Appendix C

Increased Reading Interest and Workshops

Family ID	Child's Interest in Reading (Post)	Helpful Workshops
5	No Change	Extremely Helpful
28	No Change	Very Helpful
1	Significantly Increased	Very Helpful
3	Significantly Increased	Extremely Helpful
4	Significantly Increased	Somewhat Helpful
6	Significantly Increased	Extremely Helpful
8	Significantly Increased	Very Helpful
9	Significantly Increased	Extremely Helpful
11	Significantly Increased	Extremely Helpful
13	Significantly Increased	Very Helpful
14	Significantly Increased	Very Helpful
15	Significantly Increased	Very Helpful
16	Significantly Increased	Extremely Helpful
19	Significantly Increased	Very Helpful
20	Significantly Increased	Extremely Helpful
21	Significantly Increased	Extremely Helpful
23	Significantly Increased	Very Helpful
25	Significantly Increased	Extremely Helpful
26	Significantly Increased	Extremely Helpful
29	Significantly Increased	Extremely Helpful
30	Significantly Increased	Very Helpful
31	Significantly Increased	Very Helpful
32	Significantly Increased	Extremely Helpful
34	Significantly Increased	Very Helpful
35	Significantly Increased	Extremely Helpful
37	Significantly Increased	Extremely Helpful
38	Significantly Increased	Very Helpful
39	Significantly Increased	Somewhat Helpful
41	Significantly Increased	Very Helpful
43	Significantly Increased	Extremely Helpful
44	Significantly Increased	Very Helpful
46	Significantly Increased	Extremely Helpful
48	Significantly Increased	Very Helpful
49	Significantly Increased	Extremely Helpful
50	Significantly Increased	Extremely Helpful
51	Significantly Increased	Very Helpful
53	Significantly Increased	Extremely Helpful
54	Significantly Increased	Extremely Helpful

56	Significantly Increased	Extremely Helpful
57	Significantly Increased	Very Helpful
58	Significantly Increased	Extremely Helpful
60	Significantly Increased	Very Helpful
2	Somewhat Increased	Very Helpful
7	Somewhat Increased	Extremely Helpful
10	Somewhat Increased	Very Helpful
12	Somewhat Increased	Extremely Helpful
17	Somewhat Increased	Very Helpful
18	Somewhat Increased	Extremely Helpful
22	Somewhat Increased	Extremely Helpful
24	Somewhat Increased	Extremely Helpful
27	Somewhat Increased	Extremely Helpful
33	Somewhat Increased	Very Helpful
36	Somewhat Increased	Very Helpful
40	Somewhat Increased	Extremely Helpful
42	Somewhat Increased	Very Helpful
45	Somewhat Increased	Extremely Helpful
47	Somewhat Increased	Extremely Helpful
52	Somewhat Increased	Extremely Helpful
55	Somewhat Increased	Very Helpful
59	Somewhat Increased	Extremely Helpful
... (Truncated for brevity)		

Appendix D

Classroom Student Intervention Attendance Data

Student ID	Month 1 Small-Group Attendance (%)	Month 1 One-on-One Attendance (%)	Month 18 Small-Group Attendance (%)	Month 18 One-on-One Attendance (%)	% change Small Group Attendance	% change One-on-One Attendance
1	84.3	71.2	97	96.8	12.7	-0.2
2	76.5	69.4	100	94.4	23.5	-5.6
3	85.1	75.8	98.8	100	13.7	1.2
4	78.4	65.3	100	90	21.6	-10
5	90.3	82.5	98	98.8	7.7	0.8
6	75.8	65.2	100	90	24.2	-10
7	88.4	73.9	98.4	98.6	10	0.2
8	78.9	67.4	100	92.5	21.1	-7.5
9	79.4	68.7	100	94	20.6	-6
10	85.7	77.4	98.8	100	13.1	1.2
11	78.2	68.7	100	93	21.8	-7
12	85.5	76.2	98.8	100	13.3	1.2
13	72.4	65.9	96.8	90	24.4	-6.8
14	88.3	80.5	98.4	99	10.1	0.6
15	77.2	67.8	100	92.7	22.8	-7.3
16	84.3	71.2	98.2	98.9	13.9	0.7
17	80.4	65.3	98.2	100	17.8	1.8
18	87.3	79.4	95.5	98.5	8.2	3
19	78.5	70.2	98.6	100	20.1	1.4
20	82.6	72.1	99.4	100	16.8	0.6
21	86.2	70.3	96.5	99.4	10.3	2.9
22	75.4	65.2	99.6	96.8	24.2	-2.8
23	80.3	73.2	98.6	100	18.3	1.4
24	78.4	67.9	100	99.9	21.6	-0.1
25	90.3	83.5	97	96.9	6.7	-0.1
26	75.5	65.4	100	97.4	24.5	-2.6
Average % Change					17.04	-1.88

Appendix E

Family Engagement Qualitative Survey Results

Survey Prompt: What literacy activities do you now practice at home that you didn't before the program?

- "We've started visiting the library every week and picking out books as a family. My child loves it!"
- "We created a cozy reading nook at home, and now my kids actually want to read."
- "Before this program, we didn't read together much. Now we make it a nightly ritual."
- "I've started asking my child questions about the books they're reading, and it's made our conversations so much richer."
- "We started playing word games and doing crossword puzzles together—it's a fun way to learn."
- "We make up stories together as a family, which has helped with creativity and vocabulary."
- "My child reads recipes to help me cook, so we've turned cooking into a literacy activity."
- "We've begun journaling about our favorite books as a family and sharing our thoughts."
- "We now have a 'family book club' where we all read the same story and discuss it over dinner."
- "Bedtime is now our special reading time—it's a great way to bond."
- "I've started downloading free e-books, and my child is enjoying reading on the tablet."
- "We use flashcards to learn new words, and my child enjoys making their own flashcards too."

- "We watch movies based on books we've read—it makes the experience even more exciting."
- "We've started labeling objects around the house in both English and our native language to improve vocabulary."
- "I encourage my child to read to our pets—it's helped build their confidence in reading out loud."

Appendix F

Teacher Fidelity

Teacher ID	Fidelity Percentage	Observation Notes
6	50	Some strategies were inconsistently applied, requiring additional coaching.
11	50	Some strategies were inconsistently applied, requiring additional coaching.
17	50	Some strategies were inconsistently applied, requiring additional coaching.
36	50	Some strategies were inconsistently applied, requiring additional coaching.
25	50	Teacher implemented most strategies but missed some key components.
38	55	High level of strategy implementation observed; minimal gaps.
2	55	Observed consistent application of strategies with room for improvement.
7	55	Observed consistent application of strategies with room for improvement.
14	55	Observed consistent application of strategies with room for improvement.
18	55	Observed consistent application of strategies with room for improvement.
42	55	Observed consistent application of strategies with room for improvement.
22	55	Some strategies were inconsistently applied, requiring additional coaching.
26	55	Strategies were applied with fidelity but lacked depth in some areas.
30	55	Strategies were applied with fidelity but lacked depth in some areas.
10	55	Teacher implemented most strategies but missed some key components.
35	55	Teacher implemented most strategies but missed some key components.
45	55	Teacher implemented most strategies but missed some key components.
50	55	Teacher implemented most strategies but missed some key components.
43	60	High level of strategy implementation observed; minimal gaps.
23	60	Observed consistent application of strategies with room for improvement.
27	60	Observed consistent application of strategies with room for improvement.
37	60	Observed consistent application of strategies with room for improvement.
47	60	Observed consistent application of strategies with room for improvement.
41	60	Some strategies were inconsistently applied, requiring additional coaching.
1	60	Strategies were applied with fidelity but lacked depth in some areas.
9	60	Strategies were applied with fidelity but lacked depth in some areas.
13	60	Strategies were applied with fidelity but lacked depth in some areas.
34	60	Strategies were applied with fidelity but lacked depth in some areas.
49	60	Strategies were applied with fidelity but lacked depth in some areas.
4	60	Teacher implemented most strategies but missed some key components.
16	60	Teacher implemented most strategies but missed some key components.
21	60	Teacher implemented most strategies but missed some key components.
31	60	Teacher implemented most strategies but missed some key components.
3	65	High level of strategy implementation observed; minimal gaps.
8	65	High level of strategy implementation observed; minimal gaps.
12	65	High level of strategy implementation observed; minimal gaps.
15	65	High level of strategy implementation observed; minimal gaps.

24	65	High level of strategy implementation observed; minimal gaps.
48	65	High level of strategy implementation observed; minimal gaps.
32	65	Observed consistent application of strategies with room for improvement.
29	65	Some strategies were inconsistently applied, requiring additional coaching.
20	65	Strategies were applied with fidelity but lacked depth in some areas.
44	65	Strategies were applied with fidelity but lacked depth in some areas.
40	65	Teacher implemented most strategies but missed some key components.
19	70	High level of strategy implementation observed; minimal gaps.
28	70	High level of strategy implementation observed; minimal gaps.
33	70	High level of strategy implementation observed; minimal gaps.
46	70	Some strategies were inconsistently applied, requiring additional coaching.
5	70	Strategies were applied with fidelity but lacked depth in some areas.
39	70	Strategies were applied with fidelity but lacked depth in some areas.

Appendix G

Areas for Improvement and General Positive Observations

Areas for Improvement

1. "Increased use of visual aids could support diverse learners and enhance overall engagement."
2. "Consider dedicating more time to student-led discussions to foster deeper understanding."
3. "Implementing regular formative assessments would help tailor instruction more effectively."
4. "Focus on smoother transitions between activities to minimize downtime."
5. "Provide more wait time after questions to encourage all students to participate."
6. "Additional practice with classroom management techniques could help maintain lesson flow."
7. "Strengthening connections between lesson objectives and activities will improve strategy fidelity."

General Positive Observations

1. "The teacher's enthusiasm and rapport with students created a welcoming and productive learning environment."
2. "Students were highly engaged, and the teacher effectively guided them through complex tasks."
3. "The lesson incorporated multiple modalities, ensuring accessibility for all learners."
4. "The teacher's use of real-world examples enhanced student interest and understanding."
5. "Frequent praise and feedback helped maintain a positive classroom atmosphere."