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Parent Home-Based Literacy Activities With Third-Grade Students

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Abstract

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EdS, Arkansas State University, 2019

MS, Strayer University, 2010

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Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Abstract

There is a widening reading achievement gap for third grade students in a southern state as indicated by declining reading achievement scores of third-grade students on the state standardized assessment over the last few years. The problem in the local setting is that little is known about how the local school district includes home-based literacy activities as an aid to improve literacy instruction and student achievement. The purpose of this descriptive case study was to explore ways that home-based literacy instruction is currently implemented in the local setting and to capture how parents' experience this instructional partnership. The conceptual framework that guided the research questions in this study was Epstein's levels of parent involvement and Vygotsky's social learning theory. The study included multiple sources of data collected from 25 parent surveys and 11 parent interviews. Data were coded, analyzed and triangulated to generate patterns and themes. Findings included that schools promote the home as a literacy learning environment by addressing resource gaps, creating literacy workshops for parents and supporting collaborative partnerships among schools, parents and associated organizations. Based on those findings, a project in the form of a white paper was developed to present a comprehensive school literacy policy that would provide additional support for parents who engage in home-based literacy instruction to help drive student reading development and learning. This shift in literacy practices can provide potential for positive social change by supporting student reading achievement and closing reading achievement gaps to ensure that students can be successful in achieving literacy.

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Dedication

The dedication of this project study goes to my wonderful son Landin Jones, who has inspired me and encouraged me in every way to go after my dreams. I am forever grateful that you were understanding of my commitment to this work, even if it meant I was glued to the computer conducting research. I appreciate your patience and kind words.

To my family and friends, thank you for inspiring me to preserver even in the face of adversity. I have had several mentors through the years, Toby Finley, Audry Hudson, Dr. Taneisha Heaston, Grace Bailey and Katrina Armor that have coached and developed me to success. Their mentorship and guidance are evident in decisions that heled me navigate through guide this study. Thank you for providing me the opportunities that have set me down this path.

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Section 1: The Problem

Despite the statutory supports and substantial research evidence that show home-based literacy activities contribute to students' academic success, there is a dearth of evidence that shows to what extent schools promote home literacy-based activities as an instructional tool to drive student reading achievement (Elbaum, Blatz, & Rodriguez, 2016; Hayakawa & Reynolds, 2016). Results from several studies indicate a significant relationship between parental involvement in home-based reading activities and students' reading academic achievement (Carter-Smith, 2018; Cassidy, 2016; Diorio, 2016; Indah, 2017). When parents and educators build better rapport and communication with each other, parents are encouraged to become more involved and incorporate effective literacy instructional activities into home-based interactions (Hume, Lonigan, & McQueen, 2015). If that is the case, greater emphasis may be needed to improve literacy instruction by focusing on home-based literacy activities as a means to improve student reading achievement (Reardon, Valentino, & Shores, 2013).

The Local Problem

The problem in the local setting is that little is known about how the local school district includes home-based literacy activities as an aid to improve literacy instruction and student achievement. It appears that, even though there are local recommendations (*County Board of Education V. State Department of Education*, 2015) showing home-based literacy activities are a pivotal component needed for achievement in schools where students are underperforming, but no strategically designed home-based literacy instructional plan is in place.

Sustained parent engagement in home-based literacy activities throughout children's elementary schooling correlates with higher levels of reading achievement (Niklas & Schneider, 2013). When schools provide collaborative programs to support parents in providing home-based instructional activities, the positive educational outcomes include higher test scores (Warner-Griffin et al., 2017; Yildiz & Çetinkaya, 2017), increased motivation and engagement (Epstein, 2006; National Literacy Trust, 2013; Picton, Clark, & National Literacy Trust, 2015), and higher than average high school and secondary graduation rates (Adams & Sparks, 2013).

Problem in the Larger Population

In the broader field of education, few efforts are made by school districts to bridge reading achievement gaps by supporting home-based literacy instruction as an active support for school-based reading instruction (Pollard-Durodola et al., 2018; Steiner, 2014). Although home-based literacy instruction in children's literacy development has been recognized for its ability to help improve literacy reading achievement, few studies exist on the effectiveness and sustainability of school-based parent involvement (Crosby, 2013). Students who are not reading at grade level by third grade are four times less likely to graduate from high school (Minna et al., 2016). When families, schools, and communities collaborate, these social connections are hypothesized to build the capacities of each group to stimulate and support children's learning (Dearing et al., 2015). Geske and Ozola (2013) concluded that when parents engage in home-based literacy instruction, it leads to the greater gains in student reading achievement. Parents

supporting early reading experiences and being involved in children's schooling are important factors in the success of children's literacy development (Jeynes, 2016).

A clear relationship exists between schools' support of parents that provide home-based literacy instruction and children's reading achievement (Hunter, Elswick, Perkins, Heroux, & Harte, 2017). Efforts to understand parent experiences providing home-based literacy instruction and ways they are offered support by the local school district could help gain more insight into the problem.

Rationale

After conducting a review of the school improvement plan, a gap in practice exists in the local setting because there is no strategically designed home-based literacy instructional plan in place to serve underperforming students, though the literature indicates benefit from such partnerships between parent and school (*County Board of Education V. Tennessee Department of Education*, 2015; Geske et al., 2016; Hunter et al, 2017; Jeynes, 2016). According to the 2016 results of the state assessment, students in the local school setting showed greater gains in math and science than students statewide but reading proficiency remained a persistent problem (*County Board of Education V. Tennessee Department of Education*, 2015). In reading, 32.6% of students were proficient or advanced, a 1.1-point decrease from the previous school year (County Board of Education V. Tennessee Department of Education, 2015). This decline in student reading achievement is evidence that a widening gap exists in student reading achievement, specifically in this state that is continuing to increase.

The District's Division of Family and Community Engagement has been unsuccessful in creating helpful programs such as a "family academy" that would provide an opportunity to connect parents with literacy resources to support home-based literacy instruction and close literacy student achievement gaps (*County Board of Education V. Tennessee Department of Education*, 2015). Both the Individuals with Disabilities Education Act of 1997 (20 U.S.C. 1400) and Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301) now known, as Every Student Succeeds Act (P.L. 114-95), require that schools use programs, curricula, and practices based on scientifically based research to the extent practicable. This means that whenever possible, the educational interventions being used must be strongly supported by evidence from well-conducted research studies (Agoratus, 2016).

Schools that do not adopt evidence-based literacy practices to support home-based literacy instruction provided by parents are not doing all they can to engage parents in planned, strategic, and intentional ways aimed at improving home-based literacy instruction (Dumont et al., 2014). In the larger educational context (United States), a lack of collective efforts are made by school districts to narrow reading student achievement gaps by considering and supporting home-based literacy instruction as a pivotal extension that supports school based reading instruction (Spencer, Wagner, & Petscher, 2018). Research suggests a 90% probability exists that a child who was a poor reader at the end of first grade would remain a poor reader at the end of fourth grade (National Center for Educational Statistics, 2013). Data from the 2013 National Assessment of Educational Progress (National Center for Educational Statistics, 2013) reports that a third of all

fourth-grade students in the United States are reading at a level considered below basic. These data demonstrate the urgency of developing new ways to help greater numbers of emerging and early readers succeed.

Efforts to address the need to close reading student achievement gaps by recognizing the importance of collaboration between stakeholders that support home-based literacy and reading instruction have become an increasing concern (McMahon, 2013). In 2002, President George W. Bush signed into legislation the No Child Left Behind Act of 2001 (NCLB). The goal of this legislation (NCLB) was to improve the academic achievement of students, with an emphasis on shrinking the gap of achievement between disadvantaged students and their peers by providing funding and enforcing accountability.

This federal legislation has also been instituted requiring parental involvement in schools because research points to positive results when parental involvement is increased. Parents become empowered, teachers and schools receive valuable assistance, and students achieve academically (Labaree, 2014; History of the federal role in education, n.d.). In addition, parents who support student reaching achievement create an environment of learning, which is essential to life-long success (Labaree, 2014; History of the federal role in education, n.d.). The purpose of this descriptive case was to help address the gap in practice by exploring ways that home-based literacy instruction is currently implemented in the local setting and describe how parents experience this instructional partnership.

Definition of Terms

Fluency: The automatic ability to read words in connected text (Yildiz & Çetinkaya, 2017).

Literacy: Being able to allow a student to make connections between what they already know with informational text presented to them (Warner-Griffin et al., 2017).

Parent involvement: The participation of parents in the educational process of their children (Hayakawa & Reynolds, 2016).

Emergent literacy: The emergent literacy perspective is one that considers everything that comes before conventional reading as an important developmental contribution to the act of learning to read (Carter-Smith, 2018).

Reading comprehension: Comprehension: Reading comprehension is a complex, active cognitive process where there is intentional and thoughtful interaction between the text and the reader. Vocabulary development plays an important role in comprehension (Clarke & Chesher, 2014). The purpose of reading is comprehension or understanding.

Shared book reading: Shared book reading is engaging the children in the reading of text rather than simply reading the words to them. It involves interaction with the children. For example, the children answer questions posed during the reading of stories, using their own words (Pollard-Durodola et al., 2018).

Systems theory: Posits that individuals are shaped by their immediate family context as well as the larger systems in which they are embedded (Dearing, Sibley, & Nguyen, 2015).

Zone of proximal development: The distance between the developmental level of a child and their level of potential development under adult guidance and collaboration with more capable peers (Vygotsky, 1978).

More knowledgeable other: The MKO refers to anyone who has a better understanding or a higher ability level than the learner, with respect to a particular task, process, or concept (Vygotsky, 1978).

Significance of the Study

The results of this descriptive case study provide an original contribution of information that helps school districts by exploring current, home-based literacy instruction and curricula provided to students. Home-based literacy instructional programs that help create focused parent-teacher workshops, and family engagement academies can provide additional support for literacy implementation and literacy student achievement (Jeynes, 2016). Although several studies indicate a significant relationship between parental involvement, academic achievement, and overall outcomes (Jeynes, 2016; Pfost, Hattie, Doerfler, & Artelt, 2014; Reardon et al., 2013), little is known about ways the local school district supports student achievement by supporting home-based literacy instruction. This descriptive case study aimed to address this gap in practice.

This descriptive case study may also lead to positive social change by aiding school districts in focusing on methods to promote responsive parent communication, establish parent/student literacy committees, and provide after care programs that encourage incentives for parental support, and improve student reading achievement. Preparing

children for a strong start in literacy development is important to their development as

readers (Crosby & Dirim, 2013).

Because there is a nationwide gap between third and fourth grade reading student

achievement, it is important to support the development of a program that promotes

literacy achievement in third grade students and establishes a means to involve all

stakeholders, specifically parents (Diorio, 2016). This descriptive case study is significant

because of its potential to inform decision-making at the district level that can aid in the

development of family engagement academies that provide additional support for literacy

implementation and literacy student achievement.

Research Questions

The research questions help to provide an in-depth understanding about how

home-based literacy instruction is implemented in the local setting and seek a description

for how parents experience this instructional partnership. The first step in the study will

be to explore ways parents experience and provide home-based literacy instruction in the

local setting. The next step will be to explore ways the school district in the local setting

provides both support and training for parents to provide home-based literacy instruction

that extends school-based literacy and reading instruction at home. The final step in the

study will be to describe ways through data and interviews that schools can establish

support for parents (i.e., parent workshops, trainings, extended practice, summer

development programs) that provide home-based literacy instruction in an effort to close

reading achievement gaps and extend school based literacy instruction.

The following research questions guided the study:

RQ1: How do parents experience reading and literacy instruction implemented in the home setting of third-grade students?

RQ2: How is instructional support currently provided by the district to support home-based literacy instruction and reading student achievement in the local school setting?

RQ3: What challenges do parents experience that interfere with their ability to provide instructional support for home-based literacy activities?

Review of the Literature

This review is in two primary parts: the conceptual framework and the current literature. To identify primary studies, I searched the following: (a) electronic databases Academic Research Starter, Education Abstracts, ERIC, PsycINFO, and ProQuest Dissertations; (b) reference lists of previous research syntheses; and (c) research reports from targeted state and local education agencies. Epstein, Sheldon, and Vygotsky are the primary theorists prevalent in this field and, as a result, many searches consisted on searching both current and seminal literature published between 1978 and 2016. I divided the primary literature into four themes: diverse concepts of literacy, importance of home-based literacy instruction, types of home-based literacy instructional practices, family perspectives, and experiences with implementing home-based literacy practices and collaborative efforts provided by school districts to aid home literacy instructional practices of parents

Conceptual Framework

The conceptual framework that guides this qualitative case study is grounded in Epstein's (2016) framework of six types of involvement. Epstein's six types of parent involvement (1987, 2006) asserted that students are influenced by the family, school, and community contexts in which they develop. Referring to the three contexts as "spheres of influence," which overlap to a greater or lesser extent depending on the nature and degree of communications and collaborative activities among school personnel, parents, and community members, Epstein (2008, 2009) believed student learning and development are enhanced when there is purposeful overlap of the spheres of influence. One possible outcome of this kind of collaboration is increased reading achievement and student engagement. Epstein categorized parent involvement into six areas: parenting, communicating, ways to volunteer, at home learning, decision-making efforts, and collaboration within the community (Epstein, 1987, 2006).

For this study, the specific area in the model that grounded the study was Epstein's learning at home. The home environment has an important influence on student behavior. Snyder and Patterson (1987) concluded that certain parenting styles, disciplinary approaches, parental monitoring, family problem solving strategies, and levels of conflict influence reading student achievement. In the past, literature defining parent involvement included activities at school and at home but, in time, the idea of parent involvement evolved to include volunteering and communicating in the school setting, providing homework support, and participating in school events (Epstein, 2011).

Research in this area has evolved with time, as have the words that describe such participation. Terminology referencing parent participation in a child's learning activities was first coined as *parent involvement*. Later, there was a preference for *family engagement*. More recently, a number of scholars have favored the term *family–school partnerships* (Epstein, 2011, 2016; Hayakawa & Reynolds,2016). This terminology reflects more recent conceptions of family–school relationships that include other family members and not just parents—a recognition that grandparents, older siblings, and other family members play a role in children's education (Booth, & Dunn, 2013). The literature also defines *parent involvement* as providing instructional support and participating in events at their child's school (Ma, Shen, & Krenn, 2014).

Vygotsky's social development theory (1978) is an essential component for the development of Epstein's home learning component. Use of this theory helps to provide insight into the importance of social interaction in a child's learning development, specifically the role that a caregiver plays via social interactions. The major theme of Vygotsky's social development theory is the idea that social interaction plays a significant role in cognition (Vygotsky, 1978). It asserts three major themes regarding social interaction, the more knowledgeable other, and the zone of proximal development. I present these concepts further.

Concept 1: Social Interaction

The first concept present in the literature that supports Vygotsky's (1978) social learning theory is social interaction. The idea that true teaching must lead development made it possible to understand the process of instruction as a type of activity with a

special kind of structure and content that can be specially organized and guided (Bozhovich, 2004). Furthermore, this unified approach led social theorist Vygotsky to introduce the concept of the social context of development as a proposed answer that addresses both the unique nature of psychological development, and the distinguishing features of each age through the analysis of this special unit. This unit of distinguishing features involves the relationship between the external and internal contexts determining the age related and individual characteristics of the child.

In Vygotsky's social learning theory, the process of child development starts with instruction dependent upon a special type of child–adult collaboration (Bozhovich, 2004; Gibbons, 2003; Vygotsky, 1978). It has been found that, under certain circumstances, which have not yet been studied adequately, the feelings or experiences associated with satisfaction of one or another need can acquire an independent value for a person and they themselves become the object of a need (Bozhovich, 2004; Vygotsky, 1978).

The caregiver scaffolds by organizing activities and breaking down complex tasks into steps that are more manageable to support the child and increase access to limited resources (Montessori, 1967; Thomas, 2000). Additionally, throughout the process adults avoid directing the children and instead provide a contingent response (Meyer, 1993; Wood, 1988). When a psychological experience associated with the process and result of meeting a need itself begins to have value for a person, there is a desire to try to induce this experience over and over (Bozhovich, 2004; Meyer, 1993; Wood, 1988). Knowledge of this would be invaluable to parents providing home-based literacy instruction. Even though there is evidence that a positive relationship exists between home literacy

experiences and children's literacy learning, parents may be reluctant to engage their children in home-based literacy instruction. Parents who do not possess the requisite knowledge necessary to provide home-based literacy instruction may not provide home-based literacy instruction out of fear they may teach the content incorrectly (Skibbe, Bindman, Hindman, Aram, & Morrison, 2013; Steiner, 2014). Parents who receive sufficient literacy training and have an explicit understanding about the role that social interaction plays in both literacy development and reading achievement at home can be more equipped to provide instructional support their child's learning (Ariel, Justin, Mary, & Lynne, 2016).

Concept 2: The More Knowledgeable Other

The second concept present in the literature that supports Vygotsky's (1978) social learning theory is the more knowledgeable other. The more knowledgeable other refers to anyone who has a better understanding or a higher ability level than the learner, with thought of as being a teacher, coach, or older adult, but the more knowledgeable other could also be peers, a younger person, or even computers (Vygotsky's, 1978;1993;1997). For this study the more knowledgeable other will be parents implementing home-based literacy instruction. The more knowledgeable other as a concept supports the primary theory (Epstien,1978) by describing who should be guiding home-based literacy instruction and the role that these adult caregivers have within that context.

Concept 3: Zone of Proximal Development

The final concept present in the literature that supports Vygotsky's (1978) social learning theory is the zone of proximal development. This zone constitutes the difference between what a child can do own their own and the support that is needed by a more knowledgeable other. This relationship enables the potential for a child to move to a higher level of development referred to as a *zone of proximal development* (Cole, 1985; Vygotsky, 1978; Wells, 1999; Wertsch, 1985). Within this zone, children are seen as internalizing the processes practiced through participation with adults to advance their individual skills. This vehicle of social transactions provide children with opportunities to participate in learning beyond their own abilities (Vygotsky, 1978; Tomasello & Farrar, 1986). Literacy development is often perceived as social in nature, arising from collaboration between the child and more experienced others (Rogoff, 1990; Vygotsky, 1993; 1997). As such, this concept *zone of proximal development* supports Epstein's home learning component by providing an understanding of how parents' responsiveness to their children's literacy levels and the way that they encourage their children toward literacy understanding and performance during writing, reading, and other home-based literacy activities function within that zone in the home learning environment (Vygotsky,1986, 1987).

How the Framework Relates to the Study

All together, these three concepts from Vygotsky's social learning theory (social interaction, more knowledgeable other, zone of proximal development) provide a basis for Epstein's types of parent involvement by demonstrating ways that the social constructivist approach is beneficial to student literacy development and reading

achievement. The constructivist approach posits that the individuals' perspectives are constructions of their own realities; therefore, multiple realities exist because people experience the world from their own vantage points (Kurniawan & Diyah, 2017). Consequently, it is the combination of these specific social interactions between parents providing home-based literacy instruction, the child, and school district posthumously that create a meaningful needing continuous exploration. Altogether, these concepts frame the research by shedding light on the invaluable role that caregivers play in home literacy development.

Review of the Broader Problem

Given the purpose of this study, literature beyond the framework must be positioned within five areas of the literature. Diverse concepts of literacy help to define the term *literacy* as it relates to the research. The importance of home-based literacy instruction sheds light on what research and the literature show to be positive outcomes of this type of instructional practice. Types of home-based literacy instructional practices provide numerous examples that demonstrate how parents provide literacy instruction within the home learning environment. Family perspectives and experiences with implementing home-based literacy practices revealed parents' feelings, perceptions, experiences, and frequency of providing home-based literacy instruction. Holistically, literature relating the five different areas will be reviewed to further explore parent experiences providing home-based literacy instruction and describe how they experience efforts of support through curriculum, instruction, and assessment provided by the local school district.

Diverse Concepts of Literacy

To understand parent experiences with home-based literacy instruction and how they implement this, the first step through the literature was to explore what the broad term "literacy" means. Literacy experiences are but one aspect of larger, more complex sets of experience and knowledge, which students bring into the classroom from their home, family, and community (Herrera, Perez, & Escamilla, 2015). Warner-Griffin et al. (2017) further defined *literacy* as a child's ability to make connections between what they already know with informational text presented to them. Geske and Ozola (2013) considered communication of literacy to be a social practice that occurred the lives of children and families every day.

Literacy can also be perceived as a social practice that encompasses written language (Saracho, 2016). Within this context, children and families are able to participate in a variety of literacy practices that extend beyond early literacy skills and helps to refine their perceptions. Saracho (2016) determined that children's foundational reading skills to be related to two domains: (a) outside-in skills associated with reading comprehension, such as language, vocabulary, content, and narrative understanding; and (b) inside-out skills focused on symbol/sound correspondences within words, such as word decoding, the alphabetic principle, and phonemic awareness (Saracho, 2016).

In addition to Saracho (2016), Carter-Smith (2018) suggested that concepts of literacy such as language, vocabulary, and phonemic awareness that emerge in child development are foundational skills that lead to reading achievement. These concepts of literacy that begin in the emergent literacy stage of development include skills related to

understanding how print maps to language (code-focused skills such as phonological awareness and knowledge of the alphabet) and to building meaning from text (meaning-focused skills such as vocabulary, syntax, comprehension, and story grammar) (Carter-Smith, 2018). This emergent literacy perspective is one that considers everything that comes before conventional reading as an important developmental contribution to the act of learning to read (Carter-Smith, 2018). It is within this emergent literacy phase of development that children develop foundational reading skills such as word decoding abilities, phonemic, and alphabet awareness, all foundational skills necessary to build reading comprehension (Skibbe et al., 2013).

Family Literacy

As knowledge relating to the intricacies of literacy evolve, so to do the terms that define it. The term *family literacy* is based on the idea that parents are critical to the success of their child's learning (Taylor, 1981). In family literacy, parents and children learn together, and parents recognize the important role they assume in their children's language and literacy development. This approach to promote young children's literacy development helps to broaden family literacy experiences beyond school through family social interactions (Nicholas, 2018; Terlitsky & Wilkins, 2015).

Conversely, Dennis, and Margarella (2017) continued to build on the term *family literacy* by suggesting that it refers to "the establishment of programs to teach literacy that acknowledge and make use of learner's family relationships and engagement in family literacy practices" (p. 48). These engagement and family literacy practices are differentiated among (a) school-based involvement; (b) home– school conferencing; and

(c) home-based involvement, which consists of parental literacy-learning activities that take place in the home. In contrast to Terlitsky and Wilkins' (2015) suggestion that family literacy is a general approach to family inclusion in home-based literacy instruction, the Dennis and Margarella (2017) approach defines and describes *family literacy* in action.

These findings substantiate the importance of family literacy as it relates to child literacy development. Programs that support adult literacy education, provide parent training support, and children literacy resources have been incorporated to assist parents that offer instructional support at home (Dennis & Margarella, 2017). This is where the present literature under this concept concludes, with the intention to explore the evolution of the term *literacy* and its relation to reading achievement. Family literacy and the theories associated also indicate its importance in home literacy development and provides the bases for the need of school districts to support parents with literacy instructional support at home.

Importance of Home-Based Literacy Instruction

The evidence surrounding the positive relationship between parent involvement in children's literacy learning and school-based success is well established (Jeynes, 2016; Pfost et al., 2014; Reardon et al., 2013; Steiner, 2014). Sustained and increasing parental involvement during the years of children's elementary schooling has been shown to correlate with higher levels of reading achievement (Dumont, Trautwein, Nagy, & Nagengast, 2014). Steiner (2014) suggested that positive educational outcomes including higher test scores increased motivation and engagement (Epstein, 1978; Jeynes, 2016),

higher rates of graduation (Goodall, & Montgomery, 2014), and higher secondary school grade-point averages (Hayakawa & Reynolds, 2016). Thus, the combination of early reading experiences and continued parental involvement in children's schooling as children progress through school are both strong factors to be considered in the success of children's literacy learning, and supported richly through the literature (Jeynes, 2016).

Learning to read comprises instruction and repeated practice (Saracho, 2016). Numerous studies (Picton, Clark, & National Literacy Trust, 2015; Susan, Berthelsen, Walker, Nicholson, & Barnsley, 2014) verify that reading habits and reading interactions are both important factors that affect the reading skills development of children (Morni, & Sahari, 2013; Reardon et al., 2013). Linked with this exogenous support for reading is the endogenous motivation to read, which must be lit and sustained using child-centered, active learning approaches inside and outside school that ensure progress to and success in higher levels of education (Dowd & Pisani, 2013).

A clear relationship exists between parent guided home-based literacy instruction and children's success in school, especially in elementary (Hunter et al., 2017). To learn more about the literacy instructional practices of parents, Hunter et al. (2017) interviewed parents of both nonearly readers and early readers. Perhaps the most important finding from this study was that children who learned to read early came from families in which the parent was actively providing literacy instruction and reading support. By following these children for several years, Hunter et al. (2017) found that, in general, the early readers maintained or extended their lead in reading over their nonearly reading peers through the years with provided instructional support at home. Furthermore, Bell, Granty,

Yoo, Jimenez, and Frye (2017) predicted literacy experiences are but one aspect of larger, more complex sets of experience and knowledge that students bring into the classroom from their home, family, and community.

Using the funds of knowledge approach Bell et al. (2017) described how parents and caretakers in the home environment of students, along with the family and community, are the foundations of literacy development in the life of the child. As part of a year-long grant funded professional development project, Bell et al. (2017) conducted workshops with teachers that focused on increasing home-school instructional support to increase children's literacy development. Data from participant surveys with Likert-scale and open-ended questions provided evidence that the professional development experiences resulted in an increase in the educators' perceived knowledge on how to collaborate with families to foster the literacy development of young English Language Learners. They found that literacy experiences are but one aspect of larger, more complex sets of experience and knowledge which students bring into the classroom from their home, family, and community, and suggest teachers build upon these, by becoming aware of the broad range of experiences and knowledge students bring into their classrooms.

Skibbe et al. (2013) used the sociocultural theory to demonstrate how children build complex competencies such as writing by interacting with more skilled adults and peers, mainly through scaffolding, which refers to remarks and actions by the expert that helps the child accomplish a task that he or she could not undertake independently (Vygotsky, 1978; Wood, Bruner, & Ross, 1976). By working with an expert on activities that fall into the child's zone of proximal development, the area of increased competence

in which the child can perform only with support, the child begins to internalize these scaffolds and can do more independently. Berryhill, Riggins, and Gray (2016) present the Theoretical Systems theory that presents similarities in ideology Skibbe et al. (2013). This theory posits that individuals are shaped by their immediate family context as well as the larger systems in which they are embedded (Berryhill, Riggins, & Gray, 2016; Dearing et al., 2015). Findings of both of these studies support the belief that as children become interconnected with these most immediate and influential environments, those relationships become integral to their development (Berryhill et al, 2016; Skibbe et al., 2013; Dearing et al., 2015).

Dowd and Pisani (2013) reference the partial theory to help shed light on the importance of family and social interaction when creating literacy assessments that measure student reading performance. They suggest that in order to meaningfully measure quality of the education students are receiving, assessments must consider what it means for students in a national context to have supportive policy, school and home/community environments. The home environment is a crucial component of educational equity, as children with rich home literacy environments generally have significant advantages over their peers from homes that lack reading materials and/or early childhood reading activities (Dowd & Pisani, 2013). To sufficiently support home-based literacy instruction tools are required that consider both the strength of the home/community enabling environment around the assessed readers and the extent to which these factors are associated with reading achievement (Dowd & Pisani, 2013). In line with these findings, Berryhill et al. (2016) and Skibbe et al. (2013) revealed strong

evidence that the home literacy environment, operationalizes as the availability of reading materials, reading habits and the opportunity to read, influences reading skills development.

Dowd and Pisani (2013) also listed instructional opportunities that highlighted the necessity of including indicators of home literacy environment in assessment studies, whether large scale or small, as these are central to informing efforts to improve learning and equity. These studies call for assessments of learning, school based instruction, and district implemented curriculum that intend to shape interventions to improve students' reading skills (Berryhill et al., 2016; Skibbe et al., 2013; Dowd & Pisani, 2013). Edwards (2016) asserted that through repetition and practice, a child learns to read without thinking about the individual sounds or words – this is reading with automaticity. Yet even with repetition and practice, achievement of ever greater levels of literacy and reading achievement relies on importance of capturing the home literacy environment (Early & Baker, 2016). Reading fluency and automaticity supports children's potential for full comprehension, leaving children with the cognitive capacity for comprehension (Edwards, 2016; Early & Baker, 2016). As seen through youth the literature children who participated in the extended reading materials and who had access to readers and opportunities to read outside of the classroom learned more than peers who did not participate (Edwards, 2016; Early & Baker, 2016). The need to build automaticity, comprehension, and literacy foundational skills aligns to the need to explore home-based literacy instruction practices as a central driver to reading progress. This should be noted by school districts to establish more support in this area.

Types of Home-Based Literacy Instructional Practices

The third theme that emerged through the literature is the constant, but necessary description of ways parents have provided literacy instruction. The home literacy environments consist of multifaceted and interlinked literacy activities, materials, and attitudes that help children learn the value and uses of literacy (Cassidy, 2016; Curry, Reeves, & Mcintyre, 2016; Tichnor-Wagner, Garwood, Bratsch-Hines, & Vernon-Feagans (n.d)). The various literacy activities and literacy materials in the home include the frequency of reading to children, teaching of letters, shared trips to the library, and the number of books in the home (Li & Fleer, 2015). Previous research has found a positive relationship between reading activities that occur in a child's home and the development of foundational reading, this supports placing additional effort into learning more about experiences that influence those positive outcomes. (Carter-Smith, 2018).

Froiland, Powell, and Diamond (2014) found that different aspects of the home literacy environment affect different components of reading development. Building on social-cognitive theory and the expectancy-value theory, this study indicated that early parent expectations for children's post-secondary educational attainment have a stronger effect on 8th-grade achievement than home-based parental involvement. With a nationally representative sample of U.S. kindergarten students and their parents, structural equation modeling was employed to discern the longitudinal effects on achievement. Analysis of data revealed that expectations held by parents in kindergarten exert much of their positive effect on adolescent academic achievement via expectations held in eighth-grade. Student expectations (which are influenced by parental

expectations) also significantly predict eight-grade achievement, and parent involvement in homework and grade checking in eighth-grade has a slight negative effect on achievement. These results indicate that parents can have a positive impact on academic achievement through early home literacy not just through instructional practices, but also by providing expectations and encouragement. Because early parent expectations have long lasting effects on children, it also suggests the need to develop parent involvement interventions for young that also target elevating parental expectations.

In addition, Froiland, Peterson, and Davison (2013) found that the home environment and parent expectation's play a significant role in literacy development. Aram and Besser-Biron (2016) also suggested that there is evidence that the nature of the tasks in which parents and their children are engaged affects the character of their interactions and the efforts made by the child to learn. To demonstrate this, Aram and Besser-Biron (2016) compared the nature of parental writing support between three different performance groups (high, medium, low) by using a combination of dyad, video, writing task-analysis during the completion of three different writing tasks. Aware of the high literacy level of precocious readers (relative to their age), these researchers wanted to learn about the nature of their parents' support (literacy, general cognitive and social-emotional) during writing activities.

Functioning under the belief that literacy development is often perceived as social in nature, arising from collaboration between the child and more experienced others (Rogoff, 1990), the goal of Aram and Besser-Biron's (2016) study was aimed to expand the knowledge regarding the nature of parental writing support during different writing

tasks. Aram and Besser-Biron's (2016) noticed that during more complex or structured tasks that require specific output, parents guide their children more and offer more help. This is indicative to the presence of the *zone of proximal development* referenced in Vygotsky's (1978) social learning theory, speaks to rich assortment of social interactions that happen while parents provide home-based literacy instruction. Understanding parents' support processes during writing activities can shed light on the way that parents can help their children cope with challenging activities and teach their children about the writing system (Aram & Besser-Biron, 2016).

In Aram and Besser-Biron's (2016) study parents were observed dictating letters to children as they wrote to better understand kinds of social interaction parents used during home-based literacy instruction. While some parents were observed modeling given writing tasks, other parents were observed encouraging children to copy letters or words from their environment (Tichnor-Wagner et al., (n.d). These findings show that the diverse ways parents provide literacy instructional practices could help close reading achievement gaps and influence student reading achievement. noted that types of home-based instructional activities included: providing writing materials, enunciating the sounds in words, and providing directions about how to form specific letters (Carter-Smith, 2018; Geske & Ozola, 2013).

In lieu of the numerous findings suggesting the important role that home literacy environment and types of home-based literacy instruction play in student reading development Saracho (2016) called for teachers to have more understanding and appreciation of the learning that occurs in the home. Saracho (2016) developed The

Home Literacy Model that suggests ways to develop literacy based on the relationship with early literacy and vocabulary (Sénéchal & LeFevre, 2014). They considered the model to be innovative, because it identified the difference between informal and formal literacy activities that parents employ when providing home-based literacy instruction. During informal literacy activities, parents and children interact with printed materials but only focus on the meaning rather than the print. An example of an informal literacy activity is shared book reading where an adult reads to a child by concentrating on the story rather than the printed text (Saracho, 2016).

When parents and children engage in informal literacy activities, children are spontaneously introduced to print. In comparison, a formal literacy activity refers to the parent–child interactions that concentrate on the print. An example of a formal literacy activity is when a parent engages in shared reading by pointing to and identifying alphabet letters (Saracho, 2016). They found that children's experiences with books affected their development of vocabulary, listening comprehension skills, and language abilities. In addition, the parents' participation with their children in teaching them about reading and writing words contributed to their development of early literacy skills (Saracho, 2016).

Existing evidence provided in Skibbe et al. (2013) also corroborates the importance of considering ways parents provide home-based literacy instruction in this study by suggesting that similar to other types of literacy activities parents differ in the types, amount, and quality of writing assistance they provide. These examples demonstrate the very diverse effects of ways parents utilize formal, or informal literacy

activities when providing home-based literacy instruction and supports the importance of social interaction as a major factor that influences home-based literacy instruction and student reading achievement.

Another study that highlights the importance of exploring types of home-based literacy activities is Tichnor-Wagner et al. (n.d) multilevel model analyses in which parents were both surveyed and interviewed to better understand how home literacy environments might relate to kindergarten and first grade students' reading performance. Building on Epstein's types of parent involvement model (2011), Tichnor-Wagner et al. (n.d) described the common combination of literacy activities in which a child interacts with someone in the home around reading and text, to be: reading at home, being read to, writing, assistance with homework, phonics development through social interaction. These "school-like" home literacy activities were considered to be school-like because of similarities that include reading from textbooks, practicing writing and focusing on concepts of literacy.

Tichnor-Wagner et al. (n.d) also found that Non-struggling readers were more likely to come from homes where someone read to them 5 to 7 days per week, $t(1,065) = 2.77$, $p = .006$, and less likely to come from homes where someone never read to them, $t(1,065) = -2.51$, $p = .012$. Consequently, these common "school like" activities should be considered an important home literacy construct to explore in association with children's reading achievement as these types of instruction provide opportunities for continued learning outside of school, and mirrors school based literacy instructional practices, and also suggests the importance of parent provided instructional literacy support within the home.

Family Perspectives, and Experiences with Implementing Home-Based Literacy Practices

Though there is evidence of the positive relationships between home literacy experiences and children's literacy learning, some parents may be reluctant to engage their children in school-based literacy practices in the home. Even when asked, parents may believe they lack the requisite knowledge to teach their children and want to avoid teaching their children incorrectly (Skibbe et al, 2013; Steiner, 2014). In a review of the literature on family and community involvement on children's literacy learning, Sheldon and Epstein (2016) stated, "Historically most parents have been left on their own to create a supportive home environment for reading and literacy, even in infancy and the earliest grades" (p. 18). Contributing to this problem is the fact that teachers are often ill-prepared for working constructively with parents, as preservice education programs dedicate little time to parent-teacher partnership building (Epstein & Sheldon, 2016; Stiener, 2014). Conversely, the practices that teachers often employ, such as back-to-school nights or parent-teacher conferences, are often a poor fit for contemporary parents.

As a result of growing research that shows the important roles parent play in home-based literacy instruction, family support programs have emerged where the primary clients are adults and the parents of young children (Goodall & Montgomery, 2014; Hoglund, Brown, Jones, & Aber, 2015; Indah, 2017). There is a need for community-based programs whose major purpose is to educate and support parents in their role as socializers and caregivers. This could help reduce parents' helplessness and dependence by providing services that empower and promote their interdependence.

Specific opportunities for parents to become involved in their children's education are often overlooked, leading to inequities between parents who are more familiar with school-based literacy practices and those who require more explicit support in how to support their children's learning (Kim, & Quinn, 2013).

Jones and Reutzel (2014) conducted a study to better understand parents' experiences with providing home-based literacy instruction an examination of interview data from parents in the treatment classroom suggests an increased understanding of classroom based literacy instruction, and as a result, a change in parents' perception of their role in their children's literacy development. Findings from this study revealed that parents enjoyed being with their children and participating in activities with them. In an interview of one mother, the mother stated that she read to her child every single night and this was always a special time for both on them. In contrast, parents of non-early readers often did not have time to spend with their children (Jones & Reutzel, 2014). One parent reported during her interview that she was so busy that she did not have time to answer the door or telephone (Jones & Reutzel, 2014).

The findings of Jones and Reutzel's study (2014) are profound because parent responses from surveys show that parent influence over instruction was influenced by attitude towards reading. Seventy percent of at home instruction for parents of early non-readers placed primary responsibility of instruction on trained professionals (Jones & Reutzel, 2014). This shows that while research suggests parent guided home-based literacy instruction can promote student reading achievement (Susan et al 2014; Picton, Clark, & National Literacy Trust, 2015), factors that influence parents or cause barriers to

this engagement need to be explored (Jones & Reutzel, 2014). This study not only supports reasons why parents may or may not be involved and reveals factors that influence at home instruction; but also helps to substantiate ways parents provide home-based literacy instruction.

Stiener (2014) gathered parent interview data to analyze and determine the effects of the intervention on parents' beliefs about their role in children's literacy learning. Stiener (2014) wanted to explore parent - school communication relationships and learn more about parent experiences with school collaboration. In the conclusion of the study, parent interview data from the control group revealed no changes in the beliefs about parents' role in children's literacy learning, pre- to post-intervention. These parents relied on the daily contract to hear from the teacher or were content waiting until contact was initiated by the teacher. Parent even reported that they mostly waited to speak to the teacher at scheduled, mandatory parent-teacher conferences Stiener, (2014). Tichnor-Wagner et al. (n.d) built on the previous study by also focusing on how often parents provide literacy instruction to their children. In this study, parents report on how frequently they provide home-based literacy instruction. Through use of surveys distributed to parents Tichnor-Wagner et al. (n.d) found that the most frequent home-based literacy activity parents instructed with their child was assistance with reading homework. Approximately 74% of parents, or guardians reported helping with reading homework 5 to 7 days per week, while 92% reported assisting at least twice per week.

Parents also reported that supporting children in learning to read, and or reading activities was the second most frequent activity in the home, with 42% of respondents

reporting frequency of this activity to be 5 to 7 days per week, and 80% of respondents reporting at least twice per week (Tichnor-Wagner et al. (n.d). When parents were asked how often they read to their children, one-third (32%) of parents reported to participate in this activity 5 to 7 days per week, and approximately 74% reported at least twice per week. These findings significantly support ways that school districts could further include home-based literacy instruction as an extension of school based reading and literacy development. As seen in this study, parents report frequently assisting their children with reading homework, learning to read activities, and shared book reading with their child. If these are literacy activities that parents report to be common practices, what ways can school districts incorporate this trend into measurable support.

While frequency of parent experiences, and parents' types of experiences providing home literacy instruction were common trends in the literature, there was also literature present that shed light on how parents report their experiences being supported by their child's school. Elbaum, Blatz, & Rodriguez (2016) study focused on ascertaining which dimensions of parents' experiences with schools are most strongly associated with parents' perceptions that schools are or are not facilitating parent involvement as mandated by the federal accountability system. Data from the qualitative analysis of parents' comments were transformed into quantitative variables used to predict success, defined as meeting the state's standard on the quantitative measure of schools' facilitation of parent involvement.

The survey parents completed for this study consisted of the 25-item Schools' Efforts to Partner with Parents Scale, all of the items used the same 6-point response

scale, ranging from very strongly disagree to very strongly agree. Parents who reported a negative experience of parent–school collaboration were .07 times less likely than parents who did not report such an experience to have a measure on the state's accountability scale indicating their child's school met the state's standard. in schools' lack of openness to parent input, as demonstrated by the failure of school personnel to proactively solicit parent input, to be responsive to parent initiations, or to consider alternatives to the plans or services recommended by the school or already being implemented.

Results suggested that schools prioritize responsive communication with parents and careful monitoring of students' progress to improve collaborative relationships with parents of students. This study showed that parents want to bolster the reading achievement of their children but may lack confidence in their own reading abilities. They may also feel as though educators do not always give clear directions on methods that parents can adapt to benefit their children, it is also shows a need for further research that explores how parents experience literacy instructional support provided by the district (Elbaum, Blatz, & Rodriguez, 2016).

Collaborative Efforts To Aid Home Literacy Instructional Practices

Throughout the literature, examples of collaborative efforts made by school districts to aid parents with home-based literacy instruction can be found. Programs that provide parents instruction on how to incorporate school-based literacy practices have been shown to provide short-term benefits for children's literacy (Steiner, 2014). Studies suggest that these programs help teachers to become more sensitive to parents and teach them how to promote their children's learning in their own unique teaching style

(Sheldon & Epstein, 2016). However, building effective partnerships requires schools to develop comprehensive and individualized ways to support parents in promoting children's reading, writing, and other literacy skills (Elbaum, Blatz, & Rodriguez, 2016).

Although the literature supports the importance of these collaborative activities, most schools leave it to children's parents to determine what ways they will provide home-based literacy instruction. Such approaches lead to inequities between those parents who are more familiar with school based literacy practices and parents who require explicit training with literacy practices. To provide further need for support in this area, Dunsmore, Ordonez-Jasis and Herrera (2013) posited Theory Community Mapping as an inquiry-based method. In this method, "mappers" discover, gather, and analyze a rich array of resources from a specific geographic area as a helpful approach to develop a new understanding of the cultural and linguistic practices that make up its community life (Dunsmore et al., 2013).

Dunsmore et al., (2013) supported their premise by referring to Luis Moll's (2004) work on funds of knowledge to re-frame teacher action research through teachers' observations and documentation of how students and community members attach meaning to language and literacy practice. Functioning under the premise that teachers need to have more understanding and appreciation of the learning that occurs in the home to form a strong bond between home and school that may influence more teachers and researchers to establish 'funds of knowledge' projects (Moll, 2004). Researchers used this method (funds of knowledge) to build knowledge and awareness of community assets, needs, and historical/demographic trends.

Participants that participated in Dunsmore et al. (2013) inquiry-based approach revealed two things: The first was that most educators believed that the primary provider of instruction should be professionals and the second was that by not asking students to bring things from home, they were doing them a favor or making the playing field more even (Dunsmore et al., 2013). Throughout the course of this study, however an alarming number of participants began to develop an increasing awareness of the literacies already present in students' home lives, as well as the lack of time and space in their classrooms for the kinds of social interactions desired. maintained that the solution to discrepancies in literacy lies within improvement of the unrelated situations that families and their children have experienced. Based on these findings it is seems that literacy interventions provided by the district needs to parallel the families' values, routines, and provide resources for families who have been underrepresented in the research literature. Additionally, Sheldon and Epstein (2016) also suggested that educational programs should be an extension of the family itself rather than an extension of the school and home literacy collaborative programs must be involved with and coordinated with support services.

Data from 347 schools in 21 districts were analyzed and variables were identified that support the enactment of policies for parental engagement. Researchers believed that parent engagement in school activities were important and wanted to discover ways to increase parent partnership and collaboration. The analysis confirms the results reported for model 1 indicating that schools had stronger basic partnership program implementation when there was greater principal support for family and community

engagement ($B = 0.550$, $p \leq 0.000$). Model 2 extends knowledge by showing that district leaders' reports of the nature and quality of their active facilitation of schools' partnerships programs were associated with schools' stronger implementation of basic partnership program elements ($B = 0.108$, $p \leq 0.003$). Findings from Sheldon and Epstein's (2016) study suggest the importance of parents participating in decision making concerning the nature of collaborative literacy programs and allowing those expressed needs to guide delivery and instruction of the program. Sheldon and Epstein (2016) also found that when participants are involved in planning, retention rates are higher in the parent-school collaborative educational programs.

Building on research that suggested the importance of school trainings provided by school districts to support parents with home-based literacy instruction, Steiner (2014) conducted an eight-week, school-based family literacy intervention designed to teach parents how to support their children's literacy learning in school and investigate parents' beliefs about the family's role in children's literacy development. Through analysis of parent interview data, reader response forms, and audio-recorded, parent-child storybook reading events, Steiner (2014) founds participation in family literacy intervention resulted in changes in two areas: an increased frequency of the storybook reading by parents and the increased use of "school-like" literacy practices, including greater use of effective storybook reading strategies, to talk about storybooks.

Use of these interventions seem to have more advantages than those in the educational school context. Steiner (2014) concluded that the advantages of family literacy interventions are:

1. Opportunities for one-to-one teaching and learning interactions between children and families, where comprehensive practice and feedback are provided.

2. their purpose is to make lasting and constructive modifications in the practices of family life, which can promote permanent literacy skills.

3. using the family as the main context for intervention increases these programmers' understanding to the social and cultural situations of child development, which is important when family and school cultures differ.

To measure the impact that parent literacy training programs provided by the school district has on student reading achievement, Jeynes (2016) conducted a meta-analysis of prekindergarten through 12th-grade students and the types of parental involvement programs that help students the most and combined all relevant existing studies on the effects of parental engagement in literacy programs. Locating statistically significant effect sizes for parental engagement programs that centered around literacy at both the pre-elementary and secondary school level, Jeynes (2016) findings established shared reading programs in which parents learned specific strategies for reading with children yielded the highest effect sizes. These findings provided validation for those models that provide parents with instruction through teacher guidance on how parents and children can get the most out of their shared reading experiences.

Not only do these findings continue to support the importance of family literacy interventions as an extension of instructional practices supported by the school district, but the research also supports the idea that collaborative efforts provided by school

districts help parents to remain involved in their children's literacy learning and increase children's motivation to read (Sheldon & Epstein, 2006; Dearing et al., 2015; Haines, Gross, Blue-Banning, Francis, & Turnbull, 2015; Thomas, Greenfield, Parker, & Epstein, 2014).

One way to continue establishing collaborative literacy programs to help assist and support parents in providing home-based literacy instruction can be found in DuBois Volpe, Burns, and Hoffman (2016) quantitative study. DuBois et al. (2016) conducted a multiple-baseline study with three elementary students to provide an example of a program that could assist parents with home-based literacy instruction. They found that children at risk for reading failure necessitate instruction that is both qualitatively and quantitatively more intensive than conventional curricula (DuBois et al.,2016; Lamberton, Devaney, & Bunting, 2016) The results of DuBois et al. (2016) study provides supporting innovative efforts such as employing home-based computer-assisted tutoring promote the development of important early literacy skills.

While both technological advances and affordability increases, children are gaining exposure to computer-based technologies earlier and with greater frequency than in previous generations. Carson, Tremblay, Spence, Timmons, and Janssen (2013) found that children 2–4 years of age spend an average of 8.4 min per day engaged with computers. Kabali, Irigoyen, Nunez-Davis, Budacki, Mohanty, and Leister (2015) found that 60% of parents let their children play with mobile media while running errands, 73% while doing chores around the house, and 65% used mobile media to calm their children. Early interaction with computers is a global phenomenon with the proportions of 3–4-

year-olds going online ranging from 25% in the United States. Use of technological devices to assist in providing home-based literacy instruction permits children access to portable, flexible, and intuitive digital media (Rideout, 2013). Along with advances in the development of devices is a proliferation of software programs designed to promote exploration, discovery, play, and development of skills specific to cognitive and social development. It is not surprising then that many parents are turning to computer technology as a means of helping their children to learn and/or entertaining them.

Wood, Petkovski, Pasquale, Gottardo, Evans, and Savage (2016) present a study that investigated parental scaffolding when interacting with their children and mobile devices, in an informal setting. A 10-min observational session of mothers and fathers allowed for a first-hand examination of parental scaffolding when using mobile tablet technology with their young children. Given the exploratory nature of the present study, the key research questions involved examining and documenting the different types of supports that parents provided children when engaged interactively and examined whether scaffolding behaviors varied according to individual characteristics of the child or parental perceptions of technology. Ways noted that parents engaged with literacy instruction while employing the use of technology show that parents still provide physical, verbal, emotional-verbal, and emotional physical support. Of the 104 parents interviewed and observed 80% indicated that they specifically download applications for their children, the majority did so to provide their child with a fun and entertaining experience.

This consistency in response indicates that parents believe mobile technologies afford engaging experiences for their children and should be explored as method to support home-based literacy instruction. These findings (DuBois et al, 2016; Wood et al., 2016) are important for schools with limited resources. Given positive evidence of the potential for computer assisted instruction in informal learning contexts, these two studies provide a foundation for encouraging attention to use of technology to support literacy development in young children. They also suggest the importance of developing informative and engaging parent portals to support parents who will be scaffolding technology use for their young children.

Other examples that point to modern-alternative approaches to training and supporting parents with providing home-based literacy instruction similar to DuBois et al. (2016) is Peercy, Martin-Beltrán, and Daniel's (2013) study on the effectiveness of literacy workshops offered to parents that accommodated their schedules. Peercy et al. (2013) provide an outline of a workshop where parents participated in a workshop to support literacy development over a period of time. Parents attended workshops on Saturdays, through online courses, and or summer workshops. The literacy training program not only provided training to parents, but also provided workshops for teachers on how to effectively support parent home-based literacy instruction by considering the cultural relevance of literature, language, and connection to family.

Peercy et al. (2013) describe how parents worked with educators to support their children's literacy development in a community of practice in which there was "mutual engagement" as participants; a "joint enterprise" of assisting students and families to

engage in literate activities; and a "shared repertoire" of common resources which were chosen collaboratively. Forty-eight teachers, who taught Pre-K through Third-grade, and administrators from two districts, who together served over 1,000 English Learners, participated in this project. One of the participants in the study referred to the changing relationship as a "mutual admiration society" (Peercy et al., 2013, p. 293) such a view conflicts with the idea that parents are disinterested being involved parents. The experience highlights the crucial role of developing mutual trust and respect for a student's home life and the family's contributions to their child's learning (Peercy et al., 2013).

While previous studies demonstrate the collaborate efforts of school districts to support parents providing home-based literacy instruction by training parents, Berryhill et al. (2016) focus on the importance of workshops that train teachers on how to support home-based literacy instruction. Berryhill et al. (2016) study a training program that was established to prepare elementary school parent leaders with the skills to strengthen school communities and increase student reading achievement, by supporting parents that provide home-based literacy instruction.

The program, the Elementary Parent Leadership Academy (EPLA) was established to provide opportunities for elementary parent leaders to strengthen their school communities and support student success. Berryhill et al. (2016) explored the experiences of participants that engaged in this collaborative literacy program between the local university and elementary school. Each individual context found in the study support programs and practices separately to improve student reading achievement

outcomes, but the most effective approach for student reading success includes constructive partnerships between the school, family, and community.

Implications

A common component prevalent throughout the literature is the need to prioritize the construction of trusting and authentic relationships with families for shared communication about goals and strategies to promote the children's literacy learning. Simultaneously, intervention processes need to be flexible in an order that jointly practitioners and family members work with children developing literacy and reading skills and examine their progress. There is a need for in-depth case study research in the field of early literacy acquisition in order to provide fine-grained analysis of individual children, their families and educational practice, for detail about individual cases that is important to the furtherance of understanding of school–family interactions and the development of family literacy programs (Dearing et al., 2015). Implications from findings of this descriptive case study might help to better understand parent experiences providing home-based literacy instruction can be used to establish programs centered around providing instructional literacy training and reading development programs that can further improve reading student achievement, and close reading achievement gaps.

Aram and Besser-Biron (2016) recommends establishing parent training programs that aim to teach parents about reading instruction, writing and literacy development so that parents can adequately provide support within children's zone of proximal development. These implications and calls for future research will not only guide data collection and analysis for this descriptive case study, but also informs the

development of the project. This descriptive case study is an approach to research that facilitates exploration of a phenomenon and ensures that the issue is not explored through one lens, but rather a variety of lenses. By examining ways, the school intentionally involves parents in the literacy instructional process at home and exploring how parents experience providing home-based literacy instruction information, useful to the school can be collected. Multiple sources of data were used in this case study including survey data, and interviews of parents, and teachers to ensure triangulation. Semi-structured follow up interviews were conducted with those parents that respond through completion of their survey.

Summary

In Section 2, I provided detailed evidence about ways parents provide literacy instruction, and how they experience support provided by their local school. I presented Vygotsky's (1978) social learning theory and Epstein's parent involvement model in the section to promote parent-school collaboration and help close reading achievement gaps. Additionally, I explained how themes throughout the literature support the social and descriptive nature of the study by highlighting diverse concepts of literacy, exploring family experiences related to home-based literacy instruction, and types of home-based literacy instructional practices. These phenomena and concepts that I have presented along with the use of both conceptual theories (Vygotsky, 1978; Epstein, 2016) helps to frame the study, the research questions, and the methodology for this descriptive case study.

Section 2: The Methodology

Introduction

In this section, I outline the research methodology that I used during this study, and I explain how this study was implemented. Content in this chapter will include the study research and the design approach. This section also includes participant selection processes, that described how I gained access to participants. I also detailed my methods for use of surveys and interviews during the data collection process. After presenting these defining sections, I introduced the design and approach, setting, sample, instrumentation, and triangulation methods. In the final section of this chapter, I presented the conclusion as a summary of the methodology for the study and provided evidence that supported the quality of the study.

Research Design and Approach

To support the purpose presented in this study, a qualitative approach with a descriptive case study design was appropriate. A case study is an inquiry that investigates a phenomenon within a real-life context and supports inquiry when the boundaries of phenomenon and context are blurred (Yin, 2014). This research design was appropriate because its descriptive nature facilitates exploration of phenomenon within its context while using multiple sources of data (Creswell, 2012).

The descriptive aspect of this case study is a focused and detailed approach that allowed for propositions and questions about a phenomenon to be carefully scrutinized and articulated at the outset (Yin, 2014). It supported exploring ways the school involves parents with reading and (i.e., phonics, spelling, writing, reading, and vocabulary) at

home and provides a use for the description of ways parents experience this type of interaction. Descriptive research data can be retrieved to gather the perceptions, opinions, attitudes, and beliefs about a current issue of a targeted population (Lodico, Spaulding, & Voegtle, 2010). Descriptive research can also be used to describe a situation, subject, behavior, or phenomenon. Because this descriptive approach in research is used to observe and describe a research subject or problem without influencing and manipulating the variables in any way, a descriptive case study is the most appropriate research design for this study.

Although the qualitative research design selected for this study is a case study, there were additional approaches that Creswell (2012) referred to. Phenomenological studies examine human experiences through the descriptions provided by the people involved. This qualitative approach sought to describe the meaning of the participants' experience where there is little knowledge of the phenomenon (Creswell, 2012).

Ethnographic also referenced is a qualitative study where data is collected and analyzed, however the analysis of data focuses specifically cultural groups. According to Leininger (1985), *ethnography* can be defined as "the systematic process of observing, detailing, describing, documenting, and analyzing the lifeways or particular patterns of a culture (or subculture) in order to grasp the lifeways or behavioral patterns of the people in their familiar environment" (p. 35). This method would be less effective because ethnography is used when the researcher wants to describe behavioral patterns or conditions within the boundaries of a culture (Leininger, 1985).

An additional method considered was grounded theory. Grounded theory studies are studies in which data are collected and analyzed and then a theory is developed that is grounded in the data. The grounded theory method uses both an inductive and a deductive approach to theory development. According to Field and Morse (1985), "Constructs and concepts are grounded in the data and hypotheses are tested as they arise from the research" (p. 23). Grounded theory is not the most appropriate theory for this study because it focuses on generating rather than examining the parent experiences implementing literacy instruction.

After I examined each of these approaches, the most appropriate qualitative research design to enrich my understanding of parent experiences implementing home-based literacy instruction was a case study. In a case study, data collection is typically extensive, drawing on multiple sources of information, such as observations, interviews, documents, and audiovisual materials. Yin (2003) recommended six types of information to collect: documents, archival records, interviews, direct observations, participant-observations, and artifacts. A case study was the best choice because it allows the researcher to use multiple sources of data collection to gather descriptive data.

The multiple sources of data that were used in this case study included survey data, and interviews of parents, to provide triangulation (Merriam, 2009). This ensured that the issue was not explored through one lens, but rather a variety of lenses, which allows for multiple facets of the phenomenon to be revealed and understood (Merriam, 2009). Follow up interview were conducted with those parents that agreed to participate after completion of their survey.

Participants

Criteria for Selecting Participants

Participants selected for this study were caregivers/parents of third-grade reading students enrolled in the local school. I selected participants through convenience sampling. I used this strategy of sampling to represent participants from a larger population who had knowledge about the research topic, were available to participate, and were willing to participate in the study (Creswell, 2012).

Justification for Participants

The school selected for this study was a small public elementary school, which had a third-grade population of 98 students (State Department of Education, 2017). There were four classrooms in the third grade and one reading teacher. The total population within this elementary consisted of 406 students and 48 teachers (State Department of Education, 2017). Participants selected for case studies should have had experiences that could be insightful and yield informative details (Hancock & Algozzine, 2006). In qualitative research, sampling size of participants should remain small to ensure in-depth representation (Creswell, 2012). I used convenience sampling as the sampling method for this study because it is a nonrandom sampling technique that allows researchers with limited time, resources, or purpose-to conduct a study where they can conveniently select from the population (Creswell, 2012). Large sample selections can cause data analysis to be unpredictable and become difficult to interpret (Creswell, 2012), for this reason 25 to 40 participants was the target goal.

Although the school for the study was a charter school that functions under the umbrella of the local school district, they had their own procedures for conducting research. Students attending universities or colleges that have Institutional Review Board (IRB) processes are required to submit IRB approval before receiving final approval from the local charter school.

The specific processes for conducting research included providing a brief description of the study including its purpose to school administrators and board members for approval. Once the school administers and board members reviewed the study a meeting was set to discuss requirements for study participants, specifics about time commitment, study duration, and meeting times and places.

Gaining Access to the Participant

Procedures for gaining access to participants began with requesting permission to participants from the school board and principal. Once I was granted permission to conduct research, there was open interest meeting to share information about the purpose of the study with parents. After permission was granted to conduct the study at the local school, I worked with the school principal to plan a day for the parent interest meeting. There was a parent night planned for parents in Grades 3 through 5. Rather than have parents come out twice, I added the parent interest meeting as the concluding activity of this school event. I notified parents about their participant rights, confidentiality agreements, and the study purpose. I also notified parents about protection provided by the consent forms. I answered any questions parents had about next steps and provided

contact information and correspondence support from both Walden and the local school board in case of participant concerns.

To inform parents about this meeting flyers were posted around the school to inform parents about the date and time of the interest meeting (see appendix B). I greeted parents at the door to introduce myself and pass out flyers to parents to remind them to stay to learn more about my study. There were 36 parents of third grade students in attendance. At this meeting, I introduced myself and informed parents that I was a doctoral candidate at Walden University. I gave a brief overview of the statistical data regarding the important of home-based literacy instruction and highlighted the purpose of this study. Parents were informed about their participants rights and I explained to parents the purpose of Walden's IRB committee. I discussed participant expectations, data collection procedures, and confidentiality methods for this study. I also informed parents about the criteria for participation and informed parents that did not have students in the third grade that the school also provides quarterly opportunities to gather feedback and shared that information with them.

Parents were informed that the consent form was for participation in both the survey and the follow up interview, and that the consent form would also share same information about the length of the study and procedures that would be a part of the study. I informed parents that once they emailed, or called to show interest in participating, I would send an attached consent from that would need to be completed and emailed back along with the completed survey. Parent were made aware that they would need to print and keep a copy of their consent form for their records. My email address

and direct cell phone number was provided to parents to reach out if they were interested in participating in the study.

Establishing Researcher and Participant Relationships

To establish researcher and participant relationships during the interest meeting, I discussed important details about the purpose of this study and informed parents that I am in the process of completing my doctoral study at Walden University. I informed parents that the study would consist of n survey and a follow up interview and I provided parents with my phone number, and email so that if they were interested in participating they could call, or email requesting their consent form and survey. Parents were advised that if they chose not to participate it would not impact their parent-school relationship as the study was part of my school assignment, not being conducted by the school. Parents were also informed that they could withdraw from the study anytime.

At the conclusion of the interest meeting parents were provided my contact information to privately express their interest in participating. They were asked to reach out within the next 14 days to show interest and were also informed that they could contact me anytime by phone or through email to express their interest or ask additional questions. Parents were informed that within 24 hours of confirming their interest, I would send the consent form that also documents their participants rights and outlined the steps of this study, and the survey. Parents that followed up by phone were informed during our phone conversation that they could provide their email address and I would be able to email the consent form and survey if that were most convenient for them. Parents

that emailed to express interest were forwarded the consent form, and survey for completion.

Parents were advised again once they reached out that if they withdraw from participation, the parent-school relationship would not be negatively affected. Additionally, parents were informed that upon during and upon completion of the data collection parents could review their statements.

Measures to Protect Participant Rights

The process for ensuring ethical protection of participants began with approval from the Institutional Review Board (IRB Approval 04-17-19-0279787) of Walden University. The primary purpose of the IRB is to protect the rights and welfare of human subjects involved in research activities being conducted under its authority (Creswell, 2012). Once IRB approval was given, I met with the review committee to discuss my study. This committee included several school board members and the school principal. After a brief overview of the study, what would be required of the school, and discussing how I would ensure the confidentiality of school stakeholders' permission to conduct the study on school campus was provided.

As participants completed and returned their consent forms and surveys, each document was saved, printed and stored in a brown envelope. Each participant received their own brown envelope. As an identifier on each envelope the participants email address, date of consent and date of completion were located on the front of the envelope. Each envelope was stored in a secured file cabinet in my home. A list of participants that reached out by date and their provided email addresses and contact information was also

stored in this same drawer of the file cabinet. The file cabinet has a combination that only I have access to. Participants were also informed during the initial phone conversation that they should download and save a copy of their survey responses and consent form for their records, this was also stated directly on the consent form. I notified participants that these documents would be stored in a safe, and secure location for 5 years.

Because each participant received their own file upon completion, accessing each envelope to identify parents for follow up interviews was not strenuous. Envelopes of participants that checked the box on the last page of the survey agreeing to participate in the follow up interview were labeled with a blue star. A participant interview log was used to document and keep track of times, dates and locations for each parent interview. Participants were assigned a pseudonym based on the order they were contacted for the survey (parent 1, parent 2, etc.) A secured room in the school library was used to conduct the interviews with participants that selected their location as the school campus.

At the beginning of each interview, I read participants their consent form information that pertained to the interview, informed them about time constraints, and asked again if they were okay recording this interview so that I could later transcribe and print their responses. Participants were informed that they would be able to confirm their responses before I began using them in the survey. A digital voice recorder was used to collect interview data, and later transferred to my personal laptop. Once the data was transferred to my laptop, it was deleted from the voice recorder. I then transferred the hardcopy to a personal USB drive for backup purposes and secured the USB in a locked file cabinet in my home. All hard copy data was locked and stored in this secure file

cabinet in my home. In addition to hard copies, computer coding, and written analysis were also stored in this secure file cabinet that only I have access to.

Data Collection

I conducted this qualitative study through the gathering and analysis of data gathered from surveys and semi structured interviews. Qualitative research was the most appropriate design for this study because qualitative research includes the collection of data through use of observations, interviews, and the development of protocols to provide rich narratives and descriptions of the researched topic (Creswell, 2012). I used convenience sampling to target parents for this study and I was able to identify a sample 25 participants to participate in the survey. Convenience sampling was also used to recruit eleven parents for the follow up interview.

The quantitative data came from the closed ended survey questions provided to 25 participants. The qualitative data came from 11 one-on-one interviews. Data collected from participant surveys were categorized to represent number of parent responses for each indicator and interviews were transcribed and coded using the Epstein framework (2012). The alignment of research question to the data collection method is available in (Appendix G) The survey provided data that aligned to both the research questions and the conceptual framework helped to guide development interview questions with participants. This sequential aspect allows for use of data collection through surveys first, and follow up interviews after (Creswell, 2012).

Each interview was scheduled for approximately 30 minutes. The semi-structured parent interviews were conducted after the parent surveys in order to deepen

understanding of the phenomenon. I chose semi structured interview questions to allow flexibility to responded as needed should emerging themes, or ideas arise (Merriam, 2009). The questions were used to elicit elaboration on participant responses if needed (Appendix H) A secured room in the school library was used to conduct the interviews with participants that selected their location as the school campus.

Instrumentation

Interview Protocol

The interview protocol for this study included 12 semi-structured questions that were open-ended. These questions focused on parent experiences with home-based literacy instruction, and the local school. These predetermined questions (Appendix E) were used to ensure consistency throughout the interview process. Each response provided was followed by a probing question that allowed for further exploration of each parent's experiences. The interview protocol was used during each interview to organize and redirect conversations if necessary. Parents were asked to describe ways they provide home-based literacy instruction, share how they have experienced support from the district, and detail challenges they face while providing home-based literacy and reading instruction. All of these questions were pertaining to their experiences providing home-based literacy instruction, and their recommendations to improve the instructional partnership between parents and the local school.

Audio recordings and transcripts collected from the interview process were also used to develop themes relevant to the research questions. Each survey was placed in numerical order and downloaded into a Microsoft word document. To protect

confidentiality, each participant was assigned a pseudonym. Data storing processes for the interview data included capturing parent responses through audio recorder and transcribing them into a word document. Audio recordings were listed to numerous times to ensure clarity and accuracy. After listening to the audio recording, each recording was transcribed. To justify finding of the interviews, participants were supplied their excepts to verify accuracy.

Participants' perspectives from the two instruments were cross validated to produce comparable data in order to provide credibility, dependability, and conformability. I accumulated the findings of the data to justify the interviews. In conjunction, the participants of this study were supplied an individual excerpt of their transcript to verify accuracy. Participants were also provided a draft of the findings to review for the accuracy of my interpretations of their data included in the findings to ensure viability of the findings in the setting. Transcripts were saved to my personal computer after these processes were completed. After coding each audio recording the files were locked in a secured file cabinet within my home.

Interviews

While focus groups can be used to learn more about participant experiences, individuals that may not be as vocal as other people within the group may feel intimidated (Creswell, 2012). Private interviews were used to ensure that individuals reluctant to speak freely in a group setting had the right to confidentiality and privacy (Creswell, 2012). In an additional effort to gather data about parent experiences follow up

interviews were conducted with parents who consented, and audio recording was used to record interviews with participants.

To ensure impartiality, interview questions were created based on the research questions. Interview questions were created based on collective trends identified from survey responses, and from individual survey responses of participants. Probing questions were based on the responses of participants and created after the data collection process (Lodico et al., 2010). A preliminary interview protocol matrix was used to align the preliminary interview questions to the research questions (see appendix I).

Participants chose a convenient time and place for the interviews. All seven participants agreed to meet at the school library complete their follow up interviews on their agreed upon date and time. Parents were informed during the parent interest meeting, and again during consent that the time for the interview would be 30-40 minutes. Interviews were conducted individually at the school campus. A recording device and a journal for field notes were used to record information from the interviews.

Ringenberg, et al., (2005) reported that of the 24 PASS items, 20 had at least fair ICCs, with 18 reaching the good or excellent criteria. Eighteen of the items had acceptable ranges of scores. Thirteen of the 24 items had acceptable reliability and variance as well as no observable problems detected by the open-ended questions (see appendix F). Items 9 and 24 did not have any direct alignment to the research questions and theoretical framework. Permission was requested to remove questions 9, and 24 for direct alignment to the theoretical framework and research questions, but there was no

response from authors. As a result, parents were asked not to respond to questions these specific questions.

Sources for Data Collection

The two instruments that were used in this study were the Parent and School Survey (Ringenberg, Funk, Mullen, Wilford, & Kramer, 2005) and an interview protocol instrument (Appendix E) developed to align the research and survey questions.

Surveys

Parent and School Survey (PASS) is an instrument designed to measure parental involvement in their children's education quickly, easily, and accurately (see appendix E). It is based on Epstein's six-construct framework, with four items devoted to each construct. The range and standard deviation of each item were also examined to determine breadth of responses in the sample. Finally, open-ended questions in which subjects interpreted the items were used to assess clarity (Ringenberg, Funk, Mullen, Wilford, & Kramer, 2005).

Justification for Data

The Parent And School Survey (Ringenberg, et al., 2005) consisted of 30 items, 24 of which reflect parental involvement, four per subscale. The subscales for this survey were: Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with Community. These subscales aligned directly to Epstein's Six Types of Parental Involvement Model; each subscale represented one sub-construct (see appendix G). Each item included a five-point Likert scale with responses "strongly agree," "agree," "partially agree/partially disagree," "disagree," and "strongly disagree."

The Likert scores ranged from one to five. In this survey six items (6, 8, 16, 17, 18, 20) were reverse ordered, in which "strongly disagree" was is the most positive response. Items 1-24 addressed specific behaviors that reflected the corresponding constructs rather than providing broad descriptions of the construct. To prevent unambiguous answers and ensure reliability multiple items for each sub-construct were included, this allowed each sub-construct to be more fully addressed. The remaining six items (25-30) asked about barriers to involvement. Intraclass correlation coefficients (ICC) for test-retest were generated for each of the 24 items. Four items failed to reach statistical significance (5, 6, 7, and 15). Cicchetti's (1994) criteria for ICCs in test-retest situations were as follows: below .40 = poor, .40 to .59 = fair, .60 to .74 = good, and .75 to 1.00 = excellent. By this criteria, nine items were excellent (1, 2, 3, 4, 9, 11, 13, 19, and 23), 11 items were good (5,7,10, 12, 14, 16, 17, 18, 21, 22, and 24), and 4 items were fair (6, 15, 20) (See appendix F).

Sufficiency of Data Collection to Research Questions

To ensure that the PASS survey is sufficiently aligned to research questions an alignment tool was created that identifies each survey question to the research questions that it addresses (See appendix E). Use of the PASS alignment tool helped to ensure that survey responses would yield data that could address the research questions.

Processes for Gathering, Recording and Generating Data

As parents completed and returned their consent forms and surveys, each document was saved, printed and stored in a brown envelope. Each participant received their own brown envelope. As an identifier on each envelope the participants email

address, date of consent and date of completion were located on the front of the envelope.

Each envelope was stored in a secured file cabinet in my home. A list of parents that

reached out by date and their provided email addresses and contact information was also

stored in this same drawer of the file cabinet. The file cabinet had a combination that only

I have access to.

Because each participant received their own file upon completion, accessing each

envelope to identify parents for follow up interviews was not strenuous. Envelopes of

parents that checked the box on the last page of the survey agreeing to participate in the

follow up interview were labeled with a blue star. After the 25th participant completed

and returned their survey the process of calling parents to schedule follow up interviews

began. A debriefing conversation took place with each parent when called that provided

an overview of what would happen during the interview. Parents were asked to pick a

date, time, and location that might work best for them. As parents provided this

information, I added each description to the interview calendar log. Each parent was

assigned a pseudonym based on the order they were contacted for the survey (parent 1,

parent 2, etc.) Eleven parents provided consent to for the follow up interview, each parent

was contacted and able to schedule their interview.

Data Tracking

Tracking the data began by identifying participants for the study. Next, a folder

was created with a checklist for each individual participant. The folders consisted of

phone contact attempts, appointment times, signed consent forms, confirmation for

interviews, locations for interviews, interview notes, and dates and time transcription

analysis was discussed and received. Data tracking aided in simplification of the

procedures and assisted me in addressing each aspects data collection of Walden

University IRB protocol. In order to conceal the identification of the participants, each

participant was assigned a pseudonym. The transcripts and data analysis were locked in

my password sensitive computer at my home. These storage and security procedures

were chosen to ensure the confidentiality of the participants.

Gaining Access to the Participants

Procedures for gaining access to participants began with requesting permission to

participants from the school board and principal. Once I was granted permission to

conduct research, there was open interest meeting to share information about the purpose

of the study with parents. After receiving approval to conduct the study at the school site,

I worked with the leadership team to plan a day for the parent interest meeting. There was

a parent information night planned for parents in grades 3-5. Rather than have parents

come out twice, the parent interest meeting was added as the concluding activity of this

school event. Parents were informed about participant rights, confidentiality, the purpose

of the study, and notified about protection that the consent form provides to participants,

Any questions parents had about next steps were answered and provided contact

information and correspondence support from both Walden and the local school board in

case of participant concerns.

To inform parents about this meeting flyers were posted around the school to

inform parents about the date and time of the interest meeting (see appendix B). I greeted

parents at the door to introduce myself and pass out flyers to parents to remind them to

stay to learn more about my study. There were thirty-six parents of third grade students in attendance. At this meeting, I introduced myself and informed parents that I was a doctoral candidate at Walden University. I gave a brief overview of the statistical data regarding the important of home-based literacy instruction and highlighted the purpose of this study. Parents were informed about their participants rights and I explained to parents the purpose of Walden's IRB committee. I discussed participant expectations, data collection procedures, and confidentiality methods for this study. I also informed parents about the criteria for participation and informed parents that did not have students in the third grade that the school also provides quarterly opportunities to gather feedback and shared that information with them.

Parents were informed that the consent form was for participation in both the survey and the follow up interview, and that the consent form would also share same information about the length of the study and procedures that would be a part of the study. I informed parents that once they emailed, or called to show interest in participating, I would send an attached consent from that would need to be completed and emailed back along with the completed survey. I informed parents that they would need to print and keep a copy of their consent form for their records. Parents of third grade students were provided my email address and direct cell phone number to show interest in participating in the study. Parents were also informed that if they had any questions, they could reach out to me at any time.

Role of the Researcher

During the data collection process, I followed appropriate protocols including obtaining participant consent for the study, ensuring each participant's confidentiality, and establishing a working relationship with participants. To help clarify my role as researcher to parents I clearly defined what my role and responsibilities were during the interest meeting. I also provided a brief description of what my role as researcher when parents reached out to show interest, in detail on the consent form, and provided a debrief of that role prior to conducting follow up interviews. Parents were able at allowed at each phase to present any questions that they might have had about my roles and responsibilities.

While the study took place in my current district of employment, data collection did not occur in my currently assigned building and I did not have a supervisory relationship with participants. Because I am an instructional coach with the school district, I took additional measures to prevent bias. One of these additional measures included writing a self-reflection that listed my beliefs. While analyzing data I cross referenced my self-reflection with the findings to identify similarities. Any similarities were documented and referenced during member checking.

Data Analysis

Coding Procedures

Using a qualitative case study design, descriptive data was collected through surveys from 25 parents and follow up interviews were conducted with 11 parents from that same sample group. These parents all had third-grade students enrolled in the school that is the site for this particular study on home-based literacy instructional practices of

parents. I triangulated the data from each interview to generate a thematic illustration of content to better understand how parents experience reading and literacy instruction implemented in their home setting. I organized, coded and analyzed data from the interview with the attempt to identify patterns or themes. I created a system for member checking to help ensure that the data analysis reflected honest responses and perceptions of participants. Participants of this study were supplied an individual excerpt of their transcript to verify accuracy. They were also provided a draft of the findings to review for the accuracy of my interpretations of their data included in the findings to ensure viability of the findings in the setting. After these processes, the interview transcripts were saved on my personal password secured computer. The research questions served as a foundation for the coding of all data sources.

Once the data was collected, I organized them using a color-coded system where each color represented themes that emerged from the conceptual framework and research questions. Before assigning any codes for the interview transcript, I read over and analyzed all data sources at least three times to allow proper coding systems. During the coding process, I separated the data first by groups of information, and then into codes to more easily identify any emerging themes and see how they related to each research question. I developed written description of the school and each interviewee to support the development of themes from the coded data. The description allowed for a thorough analysis of the each individual and their experiences which assisted coding, theme development and transferability.

I used the data gathered from eleven semi-structured interviews to develop six common themes surrounding how parents experience reading and literacy instruction implemented in the home. I sought 25-40 parents from the school that had third-grade students enrolled in the school to complete the study. However, after numerous attempts to invite parents only 25 parents provided consent, and only twelve of the parents from that sample consented to a follow up interview. During each interview I recorded participant responses using an audio recorder and later transcribed those responses into a word document. I generated coded that were synthesized into overlapping categories in alignment with the research question prior to identifying themes. I linked the generated themes to research questions through use of a Venn diagram.

Evidence of Quality and Procedures

Evidence of Quality The quality of evidence and the findings of this qualitative case study maintained the integrity of the participants and gave voice to their viewpoints by several techniques. I explained the parents' perspectives and experiences regarding parental involvement utilizing endorsement strategies of triangulation, rich, thick description, and member checking. Triangulation ensured the accuracy and credibility of data used that was rendered by participants in this study by the survey and semi-structured interview. Throughout this study, the quality was addressed through triangulating data, utilizing member checking, peer review, and allowing the transcripts from the semi structured interviews be read by the participants to ensure accuracy. The interviews were conducted in a private setting, which permitted the participants to answer the semi structured interview questions privately.

At the beginning of each interview, I read parents their consent form information that pertained to the interview, informed them about time constraints, and asked again if they were okay recording this interview so that I could later transcribe and print their responses. During each interview, I audiotaped the entire session on a digital voice recorder to provide and accurate record of the conversation that took place (Creswell, 2012). Parents were informed that they would be able to confirm their responses before I began using them in the survey.

An interview protocol was designed for parent to ensure that there were structures in place to support not taking and alignment to research questions and the framework (Appendix I). Member checking took place during each interview where I restated and summarized participant responses to check for accuracy. As part of the transcription process I provided a number for each participant's interview. Data analysis outcomes were shared with participants, and I collected feedback on the results to rule out any misinterpretations.

Participants of this study were supplied an individual excerpt of their transcript to verify accuracy. They were also provided a draft of the findings to review for the accuracy of my interpretations of their data included in the findings to ensure viability of the findings in the setting. There were no conflicting opinions or claims to the interpretations that needed clarification by the participants. Feedback was rendered where necessary regarding these documents. The reduction of research bias was achieved by using triangulation. Triangulation is the comparison of two or more approaches or cross-checking of different types of data in order to establish accuracy and improve validity

(Creswell, 2007). Both survey and interview data were used to triangulate the findings, as well a combination of different data collection methods.

The data were abbreviated, reorganized, and classified into smaller parts in order to get a better understanding of the data (Hatch, 2002). The data from the parents of students in the third grade at the local school were transcribed and coded. The population of the school was not large, and therefore the sampling of eleven participants was appropriate, though not optimal.

Dealing with Discrepant Cases

Generated themes were linked to each research question through the use of Venn diagram graphic organizers with the research questions represented in each circle and the related themes present in each overlapping circle. The organizer created a visual representation of the themes about the research questions, and it served as a template for writing up the results of the analysis. On account of a discrepant case, or analysis resulting in a conflicting outcome, the data was reevaluated using the original coding procedures to check for errors. If the second analysis resulted in additional discrepancy, I described the case, and the inconsistencies in the final write up of results. The post data analysis member check process assisted with the development of creditability of the results to assure correct interrelatedness. It also added to the validity of the results because participants had the opportunity to assess that the data accurately represented what they said, furthermore, assisting with guarding against researcher bias.

Process by which Data was were Generated, Gathered, and Recorded

Survey Data from this study was electronically sent. Completed surveys were emailed back, downloaded, printed and stored brown envelope specific to each participant. The electronic copies of the surveys were downloaded to a personal USB drive and locked in a file cabinet with other confidential study documents. Interview data from this study was collected on a digital voice recorder and then transferred to a file on my laptop. Once the data was transferred to my laptop, it was deleted from the voice recorder. I also transferred the hardcopy data to a personal USB drive for backup purposes and stored it in a locked file cabinet in my house. During the study, I also stored the hard copy data in a locked file cabinet in my home. I stored any computer coding or written analysis in a secured computer file on my personal computer located in my home where only I had access to the data. Upon completion of the study, I removed the data from my computer, stored it in a locked file cabinet in my home, and I will destroy it after five years. I also used a data analysis tool and code participant responses (See appendix K).

Summary of Findings

Survey Data

The context of the findings related specifically to the PASS survey and and a semi structured interview. These two instruments were aligned with the three research questions. The participants volunteered for this study. Participation was voluntary, and confidentiality of the participants was preserved.

RQ 1: How do parents experience reading and literacy instruction implemented in the home setting of third-grade students?

Survey participants stated various descriptions of home-based literacy activities that they encourage at home. These activities include reading to their children, displaying student work, and explaining school assignments to their children. Survey participants indicated that they frequently display student work and provide verbal praise to students in the home setting. Table 1 shows the responses of all 25 parents surveyed using the PASS survey instrument. This instrument utilizes a scale that ranges from strongly agree, agree, partially agree, partially disagree, disagree, and strongly disagree. The results in Table 1 show the percentages for the combined responses of parents that selected strongly agree and agree for each item. As referenced in the PASS Survey the term frequently as a specific quantity is not clearly defined but is elaborated on in parent interviews. For more detailed information about survey scales see appendix C. The results of parent responses are listed below in Table 1.

Table 1

Parent Experience Providing Home-Based Literacy Instruction

_____

Response	Percentage of participant responses ($N = 25$)
19. Reading books is a regular activity in our home.	68%
14. There are many children's books in our house.	52%
13. I have made suggestions to my child's teachers about how to help my child learn.	40%
9. I read to my child every day.	52%
5. Every time my child does something well at school, I compliment him / her.	96%
4. I frequently explain difficult ideas to my child when she/he doesn't understand.	88%
2. My child's schoolwork is always displayed in our home (e.g. hang papers on the refrigerator).	72%

Summary

All of the parent survey results (25) show that third-grade parents frequently

provide positive feedback to their children when providing home-based literacy

instruction. Parents also interact with their children by explain concepts and ideas to

support their instructional practice at home. These findings coincide with Vygotsky's

social interaction theory (1978) by demonstrating ways that parents interact socially

while providing home-based literacy instruction. There is a clear relationship between

parent guided home-based literacy instruction and children's success in school, especially

in elementary (Hunter et al., 2017). These diverse instructional practices provided in the

home help to reinforce concepts of literacy such as language, vocabulary, and phonemic awareness that strengthen student reading development (Carter-Smith, 2018) These finding also help to provide insight into ways parents motivate and engage their children while providing home-based literacy instruction at home.

RQ 2: How is instructional support currently provided by the district to support home-based literacy instruction and reading student achievement in the local school setting?

Parent Survey participants indicated various ways they experience support from the local school district. Survey indicators highlight the school's collaborative efforts to educate, train, and support parents providing home-based literacy instruction, and how parents experience those efforts made by the school district. Table 2 shows the responses of all 25 parents surveyed using the PASS survey instrument. This instrument utilizes a scale that ranges from strongly agree, agree, partially agree, partially disagree, disagree, and strongly disagree. The results in Table 2 show the percentages for the combined responses of parents that selected strongly agree and agree for each item. As referenced in the PASS Survey the term frequently as a specific quantity is not clearly defined but is elaborated on in parent interviews. For more detailed information about survey scales see appendix C. The results of parent responses are listed below in Table 2.

Table 2

Parent-School Interactions

_____

Responses	Percentage of participant responses ($N = 25$)
15. In the past 12 months I have attended activities at my child's school several times.	36%
12. I have visited my child's classroom several times in the past year.	28%
11. My child attends community programs regularly.	52%
10. I talk frequently with other parents about educational activities.	36%
8. I am **confused** about my legal rights as a parent of a student.	24%
7. I am informed when my child is doing well at school.	24%
6. I feel comfortable talking to the principal of the school.	28%
3. I am informed when my child has behavior issues at school.	28%

Summary

Parent survey results showed that while parents do have their children engaged in community activities, a majority of parents are not as informed about opportunities to participate in school activities. Less than half of parents surveyed felt comfortable speaking with their child's principal, and the same number of parents report that they are not informed when their children face challenges at school. These findings help shed light about how parents experience support from their child's school. While the traditional

definition of parental involvement includes activities in the school and at home, parental involvement can take many forms, such as volunteering at the school, communicating with teachers, assisting with homework, and attending school events such as performances or parent-teacher conferences (Epstein, 2011).

Educational programs should be an extension of the family and include collaborative programs to help improve parent school relationships (Sheldon and Epstein, 2016). When parents and schools establish collaborative partnerships and work together, there is an increase in student reading achievement (Dearing et al, 2015; Haines, Gross, Blue-Banning, Francis, & Turnbull, 2015). These findings reflect that challenges do exist for parents that want to be involved in providing reading and literacy support at their child's school. Collaborative partnerships between schools and parents could be an innovative approach to help close reading achievement gaps and further promote literacy development (DuBois Volpe, Burns, and Hoffman, 2016).

RQ 3: What challenges do parents experience that interfere with their ability to provide instructional support for home-based literacy activities?

The final section of the survey focused on barriers parents face providing home-based literacy instruction. Survey participants identified challenges included of home-based literacy activities that they encourage at home. These challenges range from lack of receiving information regarding school support to barriers with successfully implementing home-based literacy instruction. Table 3 shows the responses of all 25 parents surveyed using the PASS survey instrument. This instrument utilizes a scale that ranges from strongly agree, agree, partially agree, partially disagree, disagree, and

strongly disagree. The results in Table 3 show the percentages for the combined

responses of parents that selected strongly agree and agree for each item. As referenced

in the PASS Survey the term frequently as a specific quantity is not clearly defined but is

elaborated on in parent interviews. For more detailed information about survey scales see

appendix C. The results of parent responses are listed below in Table 3.

Table 3

Challenges Parent Face Providing Home-Based Literacy Instruction

_____

Response	Percentage of participant responses ($N = 25$)
24. I am aware of programs for the youth	32%
23. In the last 12 months I have volunteered at my child's school	32%
22. I have attended a school board Meeting	28%
21. I know the governing school laws	48%
20. I do know how to get extra help for my child	24%
18. I do not understand the Assignments that come home	52%
17. I comfortable talking to my child's teacher	12%
13. I make suggestions to my child's teacher.	40%
1. I feel comfortable visiting my child's school	84%

A section of the survey also noted the multitude of barriers that interfered with parents' opportunities to remain informed about school events, and literacy trainings. Barriers parents face providing home-based literacy instruction was the final section of the survey. Table 4 shows the responses of all 25 parents surveyed using the PASS survey instrument. This section allowed parents to list each barrier as an issue "most of

the time, some of the time, and not an issue at all". Parents were able to rate the frequency/severity of each barrier, and list barriers to home-based literacy instruction that may not be listed in the other sections. The results of parent responses are listed below in Table 4.

Table 4

Barriers Preventing Parents From Attending Literacy Trainings and Workshops

How difficult do the following issues make involvement with your child's school?	A lot	Some	Not an issue ($N = 25$)
29. Work schedule	60%	24%	16%
28. Transportation	8%	16%	76%
27. Small children	20%	20%	60%
26. Time of programs	52%	28%	20%
25. Lack of time	56%	20%	24%

Summary

Parents stated a variety of reasons about why they are unable to attend workshops and school trainings. Work scheduling was the most common challenge parents faced. The survey concluded with any suggestions and/or comments parents could offer around challenges providing home-based literacy instruction. No parents rendered any suggestions and/or comments for support. The findings presented suggest that parents face many challenges while providing home-based literacy instruction, and even while

attempting to provide support at school. Finding alternative ways to encourage parent participation in literacy workshops and trainings could help address barriers.

When children and families are able to participate in a variety of literacy practices that extend beyond school based literacy skills it strengthens the home learning environment and encourages reading achievement (Saracho, 2016). These findings substantiate the importance of family literacy as it relates to child literacy development, programs that support adult literacy education, provide parent training support, and children literacy resources have been incorporated to assist parents that offer instructional support at home (Dennis & Margarella, 2017).

Interview Data

The data findings below are based on the analysis of the interview data that were collected using an interview protocol and were aligned with the literature review in Section 2. Transcribing, categorizing, and compiling the data from the semi-structured interviews was very time consuming and took numerous hours because of the length of the interviews. The semi-structured open-ended interviews were conducted using an audiotape recorder and reviewed, read and re-read, transcribed, and coded by me. The development of the themes and patterns emerged from reading and analyzing the data. There were seven themes that emerged from the interview. Each theme was aligned to the research questions addressed in the study.

The raw data, (Appendix J), from the interview process were organized into narratives in order to evaluate themes and commonalities. Themes and codes were used to define dissimilar information. The codes created were focused on the experiences of

parents providing home-based literacy instruction, and the recommendations the participants had relating to enhancing collaborative efforts made by the school district to support parents. The process of coding was a way to condense, integrate, and categorize responses from the participants during the interview.

The following data were gleaned from participants' face to face interviews, and all participants were asked the same questions. The following pseudonyms were assigned to parents respectively in the order they were interviewed: Parent 1, Parent 2, Parent 3, Parent 4, Parent 5. Parent 6, Parent 7 and Question 1=Q1-Q12 continued throughout this data analysis. All recorded data were transcribed, and the interview discussions of the categories and themes related to the research questions are noted.

Synthesis of Data

Research Question One: How do parents experience reading, and literacy instruction implemented in the home setting of third-grade students?

The participants involved in this study showed commitment to supporting their children's literacy development by providing home-based literacy instruction in a variety of ways. The two data sources displayed that parents use social interaction as a motivator for student achievement at home, and that parents value parent school collaboration but are often unaware of opportunities to receive literacy resources because of breakdowns in school communication. These commonalities lead to emergence of Theme 1: Parents provide home-based literacy instruction in a number of ways.

Theme 1: Parents provide home-based literacy instruction in a number of ways

The first theme emerged from interview question one: What ways do you support your child with home literacy and reading activities? In each interview, all participants unanimously stated that provide literacy instruction in multiple ways. Participants discussed how they read at home with their children, practice spelling words, help with reading homework, utilize the internet and provide outside resources to support home literacy instruction. Parent One stated: I have three kids, and like to read to them, help them with their reading homework and spelling words every school night. I like to make up songs with the kids out of spelling words and parts of speech that help them get excited about the learning. I have also created a workspace at home for them to ensure that they stay focused without distractions. Along with Parent one's sentiments, four other parents (Parent 2,5,6,7) also mentioned similar methods of providing home-based literacy instruction.

Parent two stated "that on weekends sometimes we go to the library and she's been receiving free books through the Dolly Parton program since pre-school". Parents five, six, and seven also references using online websites such as Starfall, ABCya, and the school provided website-Lexia to support their children reading achievement at home. None of the parents mentioned using the school homework hotline.

Parent seven mentioned that in addition to providing hands on support at home she has hired a tutor to support her child on Saturdays at the library: My husband and I were blessed enough to be able to send her to a tutor once a week. See she's been struggling with reading and understanding what is happening in the story since first grade, every year she would struggle. One of my church members referred me to her

tutor, she's been going to her now for almost 2 years. She chooses books and they read together-she has to take that book home and bring it back with a book report each week. She also gives her a list of sight words and she has to study them and use them in sentences, we help her at home with that too.

The home environment and parent expectation's play a significant role in literacy development (Aram and Besser-Biron 2016). All of the parents were able to describe ways they provide home-based literacy instruction and describe the literacy resources they use to promote literacy development at home. Types of literacy activities ranges from trips to the library, book reading and providing spelling lists and vocabulary words to support their learning. This theme continues to build on the idea that family literacy helps parents and children learn together and recognize the important role they assume in their children's language and literacy development (Terlitsky & Wilkins, 2015; Nicholas, 2018).

RQ 2: How is instructional support currently provided by the district to support home-based literacy instruction and reading student achievement in the local school setting?

Themes that emerged to answer research question number two were: Theme 2: Parents school Relationships and Theme 3: Ways parents would like to experience support.

Theme 2: Parents school Relationships

The second theme parent and teacher relationship emerged from interview question 6: What types of "support" does the school send that to help you understand,

implement, execute literacy and reading instruction at home? and Question 7 What types of trainings/workshops have the school offered regarding literacy and reading that supports your efforts at home? Four out of the seven participants stated that they do not receive support with reading activities sent home from school. Parent two stated "sometimes when the reading homework comes home it only has the questions on the worksheet, but there aren't any notes to help me understand what they're supposed to be doing, or there's not a story that goes with it. I have to either email the teacher to ask for help or get online and see if I can find the answers". Parent six stated " the school does have a homework hotline, but I don't really use it, because my son usually seems to know what he's supposed to do". Out of the seven parents three parents said that they are aware of literacy workshops that were offered this school year for parents. Parent seven stated "I read the school newsletter each week, and I make sure that I check my email for opportunities to attend evening events. I think the school does a pretty good job of hosting events that let us know what's going on in the school."

Five of the participants stated they have a good relationship with their child's teacher, and with school staff. Parent 3 stated "Oh, I love the school. My daughter has been going to the school since kindergarten and every year has been wonderful. The principal has been hands on in my child's learning, whatever resources I've needed the school has been supportive."

Based on survey and interview data parents reported that the primary support being provided by the school as homework. Parents agreed that work came home regularly, but that they were unaware or unsure about additional support provided for

parents. To improve this, parents suggested libraries for students, better access to reading material, workshops that are earlier in the day that meet time accommodations and after care trainings and workshops. Building effective partnerships requires schools to develop comprehensive and individualized ways to support parents in promoting children's reading, writing, and other literacy skills (Elbaum, Blatz, & Rodriguez, 2016). Children who participate in the extended reading programs, and who have access to readers and opportunities to read outside of the classroom, learned more than peers who did not participate (Early & Baker, 2016; Edwards, 2016). This emerging theme that parents would like to receive literacy resources and material from the school supports building reading automaticity, comprehension, and literacy foundational skills that provide both parents and students additional opportunities and incentives to explore take part in home-based reading activities (Busulwa, & Bbuye, 2018).

Theme 3: Ways parents would like support

Ways parents would like to receive support was a theme that emerged to answer research question number two. This theme emerged from interview questions 8 and 9. Question 8 asked parents What ways would you like to experience support from your child's school with providing literacy and reading instruction at home? and interview question number. When asked " What ways would you like to experience support from your child's school with providing literacy and reading instruction at home?" Parent seven responded "I would like to see more afterschool programs. At my daughter's last school, they would have homework workshops, and during aftercare she would complete all of her reading homework. By the time she would get home, I would just look over it

and initial it. It's really hard to work late, school gets out at 4:15-and by the time I get the kids situated it's difficult to complete all of the work before its really late at night". Parent 1 echoed a similar response "it would be great if they had a homework lab, or a homework hotline that I could call when I need help. I'm just the grandmother, sometimes she goes between me and the moms house. I can't always help her with the homework because she leaves things at school. If I knew what was going on then I feel like I could help her a little better with her work at home". Other responses from the parents about school suggestions ranged from. "textbooks so that students reference more than one story, copies of the story to refer back to, a library so that students do not have to only rely on public library books, online reading programs that students could work on at home.

All the participants voiced how they would like to be supported by the school. Parent 7 stated she would like to learn about more opportunities to volunteer at the school and attend workshops that help her support her child's learning at home. Because she has only one child, she is able to support more often and would like to be more hands on in her learning directly in the classroom. For a majority of parents, timing and work scheduling was an issue. All parents agreed that they would welcome more opportunities to learn more about reading content, and how get more literacy resources to support their children at home. Because of that time barrier/work schedules and timing of literacy programs and workshops that are offered many parents are unable to attend. These programs should be scheduled conveniently for working parents. Teachers and administrators should make them feel welcome.

Based on the participants' responses to the interview questions, the results of this study indicated that the school has a good relationship with parents, and they feel somewhat comfortable with school staff. Although the data acquired by one participant, Parent 4 was discouraging her response was not indicative of the entire research population. Parent 4 stated "sometimes I don't event receive homework or phone calls home when my child is in trouble or is not doing well in school. When I try to call his teacher or email the teacher to see if he can get extra credit or to find out why he's always in trouble, she ignores my call".

Purposefully, the school should intently seek ways to provide literacy workshops to support parents providing home-based literacy instruction. These workshops could be opportunities to provide parents with home-based literacy resources, and trainings around literacy content, and best practices. Since work schedules pose a problem for so many parents, the school should provide ways to provide resources and trainings by working around their schedules. Parents were able to share their experiences providing home-based literacy instruction, challenges that they face, and provide insight into how they would like to experience support from the school district. The data from the interviews signified that content knowledge, time/work schedules, and communication, were critical areas of concern and these findings mirrored the survey responses. Schools that provide parents workshops and trainings on how to incorporate school-based literacy practices and take into consideration ways to provide parents with additional support have been shown to increase reading achievement (Epstein, 2016). Programs designed to support parent content knowledge, instruction and communication helps parents to promote their

children's learning and helps schools build effective partnerships (Elbaum et al., 2016; Dharamshi, 2018; Diorio, 2016; Cassidy, 2016).

RQ 3: What challenges do parents experience that interfere with their ability to provide instructional support for home-based literacy activities?

Participants also shed light on barriers that they face while providing home-based literacy instruction. Themes that emerged to answer research question number 3 were: Parent social interaction as a motivator for student achievement, Barriers Parents Face, Better Communication.

Theme 4: Parent Social Interaction as a Motivator for Student Achievement

The first theme that emerged was Parent social interaction as a motivator for student achievement (types of praise for achievement/motivation). Social interaction as a motivator for student achievement, emerged from Interview Question 3: What are your reasons for choosing these activities/Why are they your most frequent? Parent three indicated a strong view regarding why she chooses these activities with her children. She seemed to believe that the more ways she provided home-based literacy instruction, the more interested her students would be. She talked about how two of her children, not including her third-grade student enrolled at the school were both great at reading, her third-grade student that attended the school struggled with reading and she often had to work hands on with her. Parent three stated "I have four children, two of them really enjoy reading but my third-grade baby doesn't as much. She doesn't really enjoy any subjects at school, she likes to socialize and play. It's easier for me to get the other two children motivated to do their homework and learn at home, but with my oldest I had to

get creative with how I help her with her reading work". When parents provide literacy

instruction that employs the use of physical, verbal, emotional-verbal, and emotional

physical support, and technology student engagement levels increase (DuBois et al.,

2016; Wood et al., 2016).

Parent two expressed her reasoning behind choosing hands on reading activities

with her child: Um I remember growing up, I struggled with reading and my mom wasn't

really able to help me because she was always working. I had brothers and sisters, but I

was the oldest so they couldn't really help me with my homework and reading

assignments. Because of that, I struggled through school, I wanted to make sure that my

child did not have that same experience, so I try to be hands on every night with her

reading homework. Using communication to promote literacy is a critical part of family

literacy development social practice and also helps shape cultural practices (Geske &

Ozola, 2013). The combination of parent social interactions, and positive reinforcements

between parent and child when providing home-based literacy instruction, create a

meaningful need for continuous exploration (Kurniawan & Diyah, 2017). This emerging

theme helps to shed light on the invaluable role that care givers play in home literacy

development (Vygotsky,1986, 1987).

Theme 5: Barriers Parents Face

The fifth theme emerged from research question 3: What barriers do parents

report that interfere with their ability to provide instructional support for home-based

literacy activities? The interview questions that corresponded with research question 3

was interview question nine: What are some challenges that you experience providing

reading and literacy support at home? And interview question ten: When these challenges occur, how do you modify/adapt literacy instruction to continue supporting your child? The responses of the participants varied in reference to these questions. The responses highlighting barriers parents face while providing home-based literacy instruction ranged from late work schedules, access to supplemental reading resources, lack of communication clarifying what homework assignments, having to help multiple kids with homework, student gaps in content, and parent gaps in content. Parent one responded "my number one issue that stops me from being able to help him with his homework the way that I want to is my work schedule. I don't get off until nine or ten sometimes at night-by that time it's too late to help him-or he's already sleep." There is a need for community-based programs whose major purpose is to educate and support parents in their role as socializers and caregivers (Hoglund, Brown, Jones, & Aber, 2015; Indah, 2017). Specific opportunities for parents to become involved in their children's education are often overlooked, leading to inequities between parents who are more familiar with school-based literacy practices and those who require more explicit support in how to support their children's learning (Kim, & Quinn, 2013). In addition to work constraints and length of time available to provide home-based literacy instruction, this emerging theme also supports the idea that parents may also feel as though educators do not always give clear directions on methods that can be adapted to benefit their children (Elbaum et al., 2016).

Theme 6: Better Communication

Lack of communication was a theme that emerged while interviewing parents. This theme also emerged as a result of RQ 3: What barriers do parents report that interfere with their ability to provide instructional support for home-based literacy activities? And interview question five: What types of literacy and or reading activities does your child's reading teacher/ school district send home? And interview question six: What types of "support" do they send that helps you understand, implement, execute literacy and reading instruction at home? In regard to clear instruction around assignments sent home from school, opportunities to participate in parent workshops and trainings, and additional opportunities for extended student learning, parents are not always informed. Literacy interventions provided by the district needs to parallel the families' values, routines, and provide resources for families who have been underrepresented in the research literature (Sheldon & Epstein, 2016). Additionally, educational programs should be an extension of the family itself rather than an extension of the school and home literacy collaborative programs and must be involved with and coordinated with support services (Haines, Gross, Blue-Banning, Francis, & Turnbull, 2015). This includes communication not sent in enough time for parents to respond or communication not sent at all. Participants were vocal in their concern for a lack of communication that gives them preparation time for events at the school describing "a lack of communication at this school when it comes to letting parents know and noticing "that it's the day before and if you can't prepare to be involved or to help your child or come and visit, you just can't do it? Additionally, parents stated that the lack of communication does not acknowledge that they may have other obligations and impacts

participation because "if you're having to work, if you're having another obligation, you can't do it within a short amount of time so there's a lack of communication." The findings from this study to learn more about ways parents experience providing home-based literacy instruction was aligned to findings collected from previous studies (Early & Baker, 2016; Dharamshi, 2018; Diorio, 2016).

Studies that highlight the importance of reading development and home-based literacy instruction will contribute to the improvement of student academic success (Hoover-Dempsey & Sandler, 1995). Based on the analysis of the interview data collected, seven themes were recognized and noted from the semi structured interviews. The data showed that parents provide home-based literacy instruction in a variety of ways that include reading at home, support with homework, volunteering at their child's school, and locating reading resources. The data collected also showed that many families are faced with some of the same dilemmas as noted above. Parent support plays an integral part in school reform and helps to close gaps between parents, schools, and the community. When parents and school collaborate to build strong partnerships, they promote literacy development and increase reading student achievement.

Patterns, Relationships and Common Themes

Common Themes that emerged that were associated with family literacy, importance of home-based literacy instruction, types of home-based literacy instruction practices, family perspectives of implementation, collaborative efforts to aid home literacy instruction six themes emerged through analysis of the data. I collected survey and interview data from a diverse group of parents at the local school in a State School

District. The school chosen showed greater gains in math and science than students statewide but reading proficiency remained a persistent problem (*County Board of Education V. State Department of Education,* 2015). As research shows that there is a clear relationship between school's support of parents providing home-based literacy instructions and children's reading achievement in school, the local school chosen has no strategically designed home-based literacy instructional plan in place (Geske & Ozola; Hunter et al., 2017; Jeynes, 2016; Minna, George, Marja-Kristiina, Pekka, Anna-Maija, & Jari-Erik, 2016*).* The six identified themes that arose during the interview data analysis were: (a) Parents provide home-based literacy instruction in a number of ways (b) Parent Social Interaction as a motivator for student achievement, (c) Parent School Relationships (d) More effective communication with schools (e) Barriers experienced by parents (f) Ways parents prefer to experience literacy support from schools.

Overlapping Concepts

While examining findings from each data sources, overlapping themes were discovered in six areas. These themes emerged from survey and interview data. Table 5 provides a visual of those overlapping concepts that emerged from both instruments utilized in the study.

Table 5

Overlapping Concepts

Triangulation	Parent survey	Parent interview
Parents provide home-based literacy instruction in a number of ways.	X	X
Parent social interaction as a motivator for student achievement.	X	X
Parents value relationships with school personnel.	X	
Better communication.	X	X
Barriers experienced by parents.	X	X
Ways parents would like to experience support.	X	X

A common factor in the study indicated that parents do face challenges at home providing home-based literacy instruction and would like more support from the school. Suggested recommendations include considering parent work schedule, providing workshops and training for support, allocating additional literacy resources, and improving communication. The data gleaned from both the survey and interview also suggests that parents feel somewhat comfortable with school staff and feel the school is inviting and welcoming. Parent 6 noted that the school leader always addresses him by name and inquiries about the overall wellbeing of his family every time she sees him. This was important to him because at the last school his daughter went to it was difficult

to get in touch with the principal when he had concerns. Having a relationship with the school leader makes him feel like the school cares about his daughter.

The data collected from participant responses about ways they provide home-based literacy instruction and experience support from their child's school was important. These participants all expressed challenges they experience when they provide literacy support at home, and ways that their child's school could better support them in their efforts. The interview data strengthens the results of the survey by highlighting specific challenges parents face, ways they promote literacy instruction, and detailing ways they would like to be supported.

Summary

These findings connect to the conceptual framework that guides this qualitative case study. Epstein's Six Types of Parent Involvement (1987, 2006) asserts similarities to the findings of this study in that both reveal that students are influenced by the family, school, and community contexts in which they develop. Epstein's home learning component was the foundational component of the conceptual framework that pointed to interactions that happen within the home as a driver for student success at school. Survey and interview data are indicative of the ways that parents provide home-based literacy instruction to their children at home. Parents reported that a common factor in their literacy instructional practice at home was social interaction, verbal encouragement, praise, and positive feedback. Social interaction even played an important role in how parents feel they are supported by the school, as barriers in communication with the school was a common theme that emerged.

Vygotsky's social development theory (1978) helped to provide insight into the importance of social interaction in a child's learning development, specifically the role that a caregiver plays via social interactions. Those three components-social interactions, more knowledgeable other, and zone of proximal development were all present in parent descriptions of types of literacy activities they practice at home with their child. The themes identified in the literature that supported the framework were diverse literacy concepts, family literacy, importance of home-based literacy instruction, types of home-based literacy instructional practices, family perspectives and experiences with implementing home-based literacy practices, and collaborative efforts to aid home literacy instructional practices.

Comparison of Findings from Two Data Sources

While survey data was sorted, the interview responses were transcribed and coded. Contact information, appointment times, and any challenges scheduling appointments were documented. Data collected from the survey and the interviews were triangulated to identify overlapping themes that addressed the research questions. I used tables, highlighted, and created categories to assist in the identification of patterns and themes. The relationships of the patterns were consistent throughout the data collection process. Through data collected from survey and interview questions yielded seven themes.

During the interview, participants answered questions that shed light on how they experience providing home-based literacy instruction. They also addressed the research questions by noting challenges faced while providing home-based literacy instruction and

listed their recommendations for ways that the school district could better provide support. After the participants' responses were developed into patterns and classified into related themes, each theme was later carefully reviewed, analyzed, and coded. Each code was classified by locating patterns within the code. Data collected from this study is confidential. All data collected in this study has been stored in a secure file cabinet within my home.

Dealing with Discrepant Cases

Examining competing explanations and discrepant data to ensure that my ideas did not impede the data collected was a priority. Soliciting participants' feedback about their interpretations was done to substantiate credibility of the findings. A Venn diagram was used to link generated themes to each research question, and identify overlapping themes. The organizer helped serve as a visual representation of themes that aligned to the research questions. The organizer also helped to identify discrepant cases and ensure that coding procedures were followed. If the second analysis resulted in a discrepancy, I described the case and any inconsistencies in the final write up of results.

Evidence of Quality and Procedures

The quality of evidence and the findings of this qualitative case study maintained the integrity of the participants and gave voice to their viewpoints by several techniques. I explained the parents' perspectives and experiences regarding parental involvement utilizing endorsement strategies of triangulation, rich, thick description, and member checking. Member checking was used to validate the accuracy and completeness of the findings. Triangulation ensured the accuracy and credibility of data used that was

rendered by participants in this study by the survey and semi-structured interview. The quality was addressed through triangulation of data, conducting member checking, peer reviews, and ensuring that transcripts of the semi structured interviews were approved by participants. All interviews were conducted in a private setting, which permitted the participants to answer the semi structured interview questions privately.

At the beginning of each interview, I read parents their consent form information that pertained to the interview, informed them about time constraints, and asked again if they were okay recording this interview so that I could later transcribe and print their responses. During each interview, I audiotaped the entire session on a digital voice recorder to provide an accurate record of the conversation that took place (Creswell, 2012). Parents were also informed that they would be able to confirm their responses before I began using them in the survey.

An interview protocol was designed for parents to ensure that there were structures in place that ensure alignment to research questions and the framework (Appendix I). As part of the transcription process I provided a number for each participant's interview. The reduction of research bias was achieved by using triangulation. Triangulation is the comparison of two or more approaches or cross-checking of different types of data in order to establish accuracy and improve validity (Creswell, 2007). Both survey and interview data were used to triangulate the findings, as well as a combination of different data collection methods. An individual excerpt of each participant's transcript was provided to them to verify accuracy. They were also provided a draft of the findings to review for the accuracy of my interpretations of their data

included in the findings. Parents did not report any conflict regarding their interpretations that needed clarification. Feedback was rendered where necessary regarding these documents.

Data from participants were abbreviated, reorganized, and classified into smaller parts in order to gain a deeper understanding of collected (Hatch, 2002). The interview data collected from each participant was transcribed and coded. Because the population of parents in the local setting was not large, sampling of eleven participants was appropriate. In this study, as a means of establishing credibility and trustworthiness participants were given the opportunity to verify the accuracy of the data after it was transcribed, and once initial findings were developed (Creswell, 2012).

Summary

The data analysis answered research question number one of by bringing forth information on how parents experience literacy instruction provided in the home. The findings confirmed that parents read to their students at home, help them with literacy homework, practice spelling words, and take trips to the library. Parents also attend activities at their child's school and visit their child's classroom several times a year to remain involved in school literacy practices. These findings are in alignment with the idea that students acquire the skills to transition between academic and home discourses because literacy is a social practice of the interactions between people (Hoglund, Brown, Jones, & Aber, 2015). When children and parents interact through literacy activities, children are provided the opportunity to create and expand their knowledge (Parker & Reid, 2017).

The analysis of interview data answered the second research question of the study by shedding light on ways the local school provides support for parents that provide home-based literacy instruction. Parents shared that while they would enjoy attending school events, they are not always aware of afterschool workshops and trainings. Opportunities to improve school-parent collaboration appeared to be more effective communication from the school about trainings, and more consistent communication about student literacy goals and academic progress. The school can play a pivotal role in supporting parents at home with their child's literacy development. When we think of ways to improve the quality of home literacy experiences, it seems that intervention opportunities provided by the school can help to extend effective literacy practices into the home (Park & Holloway, 2017).

The above section provided the data analysis of this case study driven by survey and interview data collected from participants. The study's three research questions focused on how parents experience providing home-based literacy instruction. The interview data analysis produced six common themes. Through the triangulation of interview data, the above themes highlighted ways parents use social interaction to motivate children during literacy activities, challenges parents face when providing home-based literacy instruction, ways parent experience collaboration with their local school, and detailed ways that they would like to experience support. Such practices as shared reading, reading aloud, making a variety of print materials available, and promoting positive attitudes toward literacy have been found to have a significant impact on children's literacy learning (Neuman, 2017).

The final analysis of interview data answered the third question about types of barriers parents experience that interfere with their ability to provide instructional support for home-based literacy activities. These findings confirmed that parents face multiple challenges while providing home-based literacy instruction. Parents reported work schedules, lack of clarity around instruction to complete literacy activities sent home from school, minimal access to literacy resources within the home, and time availability as challenges that they face. These findings help to shed light on ways schools can provide additional support to parents when considering parent workshops and trainings. When families, schools, and communities strengthen partnerships they improve engagement and student reading achievement (Nicholas, 2018).

Effectively engaging families and communities around student literacy can lead to increased reading and writing skills for students. Literacy activities that are interactive, and parent trainings that advocate for parents to assume the primary role of teacher at home and encourages at school participation are some ways to address these challenges. Parent literacy trainings that lead to economic self-sufficiency at the convenience of the parents can leads to economic self-sufficiency for parents and strengthen parents' abilities to provide high impact literacy instruction at home to students.

The results of the study illuminated ways parents provide home-based literacy instruction, and challenges that parents face while providing home-based literacy instruction. The results indicate that parents feel welcomed at their child's school, but that there are opportunities for the school to improve ways parents experience providing home-based literacy instruction. Some parents reported that they are uncomfortable

talking to their child's teacher about literacy practices, other parents report that they seldom have opportunities to collaborate with other parents to trade knowledge and share experiences.

The previous section detailed the processes for generating, collecting, and organizing data from the survey, and case study. This section also highlighted systems used for tracking emerging themes, and collected data. Findings of the study, discrepant cases, and the quality of evidence revealed that parents provide home-based literacy instruction in a variety of way. Although parents provide home-based literacy instruction in a variety of ways, school communication, lack of literacy resources, and other barriers still present a challenge.

Conclusion

The findings confirmed that there are numerous ways for the local school to build partnerships with parents to help strengthen their abilities to provide high impact literacy instruction at home. Without this information, parents may struggle to know what practices are developmentally appropriate for their child. Family literacy programs which include book reading with parents, support for writing activities, and providing enjoyable literacy activities at home positively impact the reading achievement and writing scores of students (Steiner, 2014).

A comprehensive literacy plan that supports opportunities for collaboration could help improve third-grade reading student achievement scores of students. This policy will advocate for a literacy program that provides support for parents who provide home-based literacy instruction to students and improve third-grade reading achievement

scores. Section 3 will show and discuss outcomes to address the gap in practice based on the findings of this study.

The following section will include an introduction to the project, a rationale, and a review of literature based on the findings presented in the Data Analysis Results of section two. The next section will also include a description of the project's overview, evaluation plan, and implications.

Section 3: The Project

Introduction

The project for this study was developed in the form of a policy recommendation. This selection was based on findings that there is no comprehensive literacy plan in place to address how the local school provides support for parents that provide home-based literacy instruction. Parent survey and interview data indicated that parents provided home-based literacy instruction in a variety of ways, and that parents felt welcomed at the school. School communication, lack of literacy resources, and other barriers challenge their abilities to provide home-based literacy instruction.

Based on the findings of this study, the project advocates for a new literacy policy that addresses the current gaps in school wide literacy practices. The objectives of this school literacy policy are: promoting the home as a literacy learning environment, addressing gaps in literacy resources available to parents by bridging resource gaps, creating literacy instructional training, and supporting professional development and collaborative opportunities between schools and parents.

The research presented in the literature review of Section 3 substantiates the findings outlined in the white paper and supports the listed recommendations throughout the document. The purpose of the white paper is to present the district with a school literacy policy that clearly defines ways to improve collaboration and support for parents providing home-based literacy instruction. District leaders can use the recommendations in this document to assist building-level leaders with creating parent-school literacy partnerships that improve reading student achievement. The recommendations may also

provide building leaders with ideas to create literacy workshops and programs that provide parents with training and literacy resources.

This policy recommendation may also assist with the idea of extending literacy curriculum, instruction and assessment beyond the classroom and actively considering home-based literacy instruction as an equally meaningful practice. Once building level leaders begin to implement literacy programs that promote the home as a literacy learning environment, collaborative opportunities between school and parents to support literacy academic achievement of students can exist. When this happens, children's overall reading achievement can improve because there is a strategic literacy comprehensive program in place that addresses ways to increase reading achievement both at school, and in the home.

Rationale

The development of a white paper was most appropriate for this study in because it addresses opportunities to improve the school's current school literacy policy by presenting research and current literature to leaders that bring forth recommendations on how to improve student reading achievement through collaboration with parents that provide home-based reading and literacy instruction. The data from this study produced several key themes that addresses how parents experience providing home-based literacy instruction and highlights ways the school can increase reading student achievement by supporting parents that provide home-based literacy instruction.

In an attempt to establish a literacy program that provides support for parents who provide home-based literacy instruction to students and improve student reading while

achievement the recommendations include: (a) promoting the home as a literacy learning environment, (b) addressing gaps in literacy resources available to parents by bridging resource gaps, (c) creating literacy instructional training and professional development opportunities for parents, and (d) supporting collaborative opportunities between school and (e) parents that support literacy academic achievement of students. 2016-2017 standardized data of third-grade reading students indicate that there is a growing achievement gap in reading. Further evaluation of the school yearly academic plan and title 1 plan revealed the gap in practice to existence of a comprehensive plan that addresses how parents provide reading and literacy instruction at home to students.

School leaders in the study school, and the district can use the information and recommendations presented in this paper to build upon current practices to create literacy-friendly home environments, support parent-child social interactions as a motivator for reading achievement, make sure that families have access to reading resources and materials in the home and strengthen home–school communication, and enhance parent school collaboration. The research conducted in this study highlights various key factors to help schools create a school literacy plan that helps to develop, practice, and maintain home-based literacy habits and routines. The genre selected for this project was most appropriate because the recommendations presented in the white paper can provide district and building level leaders with information on how to best align their current school literacy policy with research-based practices that improve student reading achievement.

Review of the Literature

The purpose of this descriptive case study is to help address the gap in practice by exploring ways that home-based literacy instruction is currently implemented in the local setting and describe how parents experience this instructional partnership. In alignment with the results of the survey and interview data analysis, the review of current literature is organized by recent research that highlights an overarching theme surrounding the importance of prioritizing the construction of trusting and authentic relationships with families for shared communication about goals and strategies to promote children's literacy learning at home. In order to support the overarching theme and the results of the survey and interview data analysis, literature was also gathered on the following subthemes: (a) promoting the home as a literacy learning environment (b) parent-school communication, (c) addressing gaps in literacy resources available to parents by bridging resource gaps, (d) creating literacy instructional training and professional development opportunities for parents, and (e) supporting collaborative opportunities between school and parents that support literacy academic achievement of students.

Peer-reviewed articles were the main source of literature used in this review; they were located in Education Source, Educational Research Complete, and ERIC Education Databases of the Walden University Library. In an attempt to achieve saturation in literature on the topics of ways to improve student reading achievement through collaboration between schools and parents that provide home-based reading and literacy instruction. I searched the following words and terms: family literacy programs, parent-school reading programs, effective parent school communication, after-school literacy

programs, school programs that support home-based reading, internet based reading literacy programs, and free reading books program, online reading programs and schools summer reading programs, Parent-School communication program, Free internet access, parent partnership programs and schools, blended learning programs and home

The literature presented in this review highlights how school leaders can create a school literacy policy that promotes student reading achievement by establishing partnerships with parents providing home-based literacy instruction, recognize the home as a learning environment, provide literacy and reading resources to parents, provide parents with trainings, and strengthen parent-school relationships.

The literature presented builds on the study's conceptual framework, and research findings by presenting literature that highlights social practices of parents and schools that can improve student reading achievement. This literature directly addresses the research findings that call for improved parent-school communication, more reading and literacy resources accessible to support parents, and opportunities for extended learning outside of the classroom. Through the literature Vygotsky's Social Learning Theory (*Social Interaction, More Knowledgeable Other, Zone of Proximal Development*) helps provide a basis for Epstein's Types of Parent Involvement by demonstrating ways that the social constructivist approach is beneficial to home-based literacy development and reading achievement (Kurniawan & Diyah, 2017). While the findings of this study were supported by the original literature review in Section 1, through the exploration of ways parent experience providing home-based literacy instruction the following literature

review highlights specific strategies that school can use to develop a comprehensive literacy programs that bridge the current gap in practice.

Promoting the Home as a Literacy Learning Environment

Families are pivotal in terms of facilitating children's language development, including their ability to read (Elish, 2017). Children's language and literacy development are inextricably linked to children's home-based language and literacy experiences (Dearing, Kreider, Simpkins, & Weiss, 2006). Reading to children has been identified as one of the principal early literacy behaviors that parents can engage in to advance their children's literacy development (Early & Baker, 2016).

Reading to and with children has been widely researched, yielding evidence for the positive support at-home reading can provide (Edwards, 2016; Huntsinger, Jose, & Luo, 2016). Accordingly, teachers need guidance and support in the development of at-home activities. Some research suggests that experienced teachers seem to gain sensitivity to home needs and might tailor homework assignments and provide materials to help ensure children's success (Nicholas, 2018).

To provide teachers with insight on how to support home-based learning Brown, Rosenthal and Dynega, (2018) conducted a study to learn more about the frequency with which families read to and with their children. The types of books selected for shared reading, and the factors influencing families' at-home reading practices including shared reading and homework help. When examined by family income level, the average reading frequency for families was just over twice per week, and that although most families were reading appropriately difficult, high interest texts intended to facilitate

literacy growth, many were reading texts that children could and should be reading independently. most respondents, regardless of income level, were likely to use books from their own collection. Results highlight a dissonance between teachers' intended assigned literacy activities and the actual at-home practices occurring

Similarly, Dharamshi (2018) aims to explore the practices and pedagogies of six literacy teachers to explore how cultural and linguistic practices of pupils inform literacy instruction in schools. When pupils are able to link literacy practices to their existing language practices, they are able to better relate to texts and make meaningful connections (Kurniawan, & Diyah 2017). Beyond making connections to texts, using students' cultural and linguistic practices provides possibilities to use literacies from their communities to question inequalities, imagine solutions, and position themselves and others in new ways, while transforming their daily realities (Toone, 2015). Teachers are able to disrupt commonplace thinking about literacy teaching and learning by using their local communities as a resource to helping student teachers unlearn, and drawing on popular culture and media in their curricula to make difference visible (Dharamshi, 2018)

Literacy is embedded in social practice and is mediated through interaction with language and cultural artifacts like technology. The use of digital devices has the potential to promote children's engagement in literacy activities and to influence their attitudes towards literacy (Ozturk & Ohi, 2018; Thompson, Mazer, & Grady 2015). To better understand the relationships between children's participation in digital literacy activities at home and parents' views on technology. Ozturk and Ohi, (2018) conducted a study that investigated the role of digital technology in home-based literacy instruction.

The results from this study showed that young children are more likely to have a desire to read when digital technology is used at home, and that there was a positive correlation between parents' perceptions of their child's attitude towards reading and the children's self-report on their attitudes towards reading (Ozturk & Ohi, 2018). Children's positive attitudes towards reading have been identified as an important impetus for increasing reading engagement and the frequency of reading (Young, Durham, & Rosenbaum-Martinez, 2018). When children engage with cultural artifacts through children are more likely to have a positive attitude towards reading and be more likely to engage in literacy activities.

Drawing on a similar premise that supporting parent-school relationships promote literacy engagement at home. Hall, Levy, and Preece (2018) explores reading within the context of the family and everyday family life. In-depth interviews were carried out with 29 parents of pre-school children to investigate shared reading practices within a socially and culturally mixed sample. Families are crucial to reading, because they play an important role in at home reading practices (Ozturk & Ohi, 2018). Hall, Levy, and Preece (2018) found that the relationship between shared reading practices and family practices is recursive. Exploring reading in this manner revealed that just as families are crucial to reading, reading practices play an important role in family life, notably in terms of family routines and interactions.

Similarly, Jackson and Doell (2017) suggest that a solution to the potential discrepancy between home and how schools support literacy practices and values that is widely reported in research consists of unidirectional approaches that educate or train

parents in the literacy practices and priorities of the school (Jackson & Doell, 2017).

Intervention focused around the development of an alliance between the researcher and

parents of children who are struggling with reading can be beneficial to children. Parent's

perspectives about home-based literacy instruction can be elevated through effective

reading coaching and modeling. Reframing the relationship in a partnership approach as

an alliance highlights the need to establish relationships where educators and parents

have equal status to positively impact the productivity of the partnership (McConnochie

& Mangual, 2017).

The alliance between parents and school appeared to be a highly effective vehicle

for developing reading support strategies to be used by the parents (Brown, Rosenthal &

Dynega, 2018; Hall, Levy, & Preece, 2018; Jackson & Doell, 2017; Mehav & Howe,

2015). All of these studies indicate the importance of the home literacy environment in

child literacy development and helps to provide a better understanding of how schools

can promote these practices as a tool to improve reading student achievement.

Improving Parent School Communication

Communication is essential to achieving goals and maintaining balance for all

learners (Ozturk & Ohi, 2018).Despite this, barriers can arise in connection with school

resources, teachers' professional development levels, family, and environmental features.

Nielen & Bus (2015) categorize communication barriers in schools as either school

related or parent related. To examine this idea Taylor (2016) conducted a mixed method

case study that explored communication gap between educators and parents. Taylor

(2016) developed focus groups to gain meaningful input from parents about the process

of change in the district. Data gathered from interviews revealed gaps associated with lack of accessibility to resources, lack of education trust, content knowledge, collaborative partnerships, continuous communication, and guides to blueprints of learning expectations (Taylor, 2016). This suggests that there are areas for schools to improve parent-school collaboration by empowering communication with parents.

Ozmen, Akuzum, Zincirli, and Selcuk (2016) explored communication barriers between parents and teachers, but this time from the perspective of teachers. The similarities presented in the study mirrored Taylor (2016) in that teachers shared that they experience many of the same barriers in communication such as socio-cultural differences, parents' lack of trust, inappropriate schedule of school activities, parents' education level, and parents' mistrust in teachers and school leaders (Ozmen, Akuzum, Zincirli,& Selcuk, 2016; Thompson, Mazer, & Grady, 2015).To address this barrier Ozmen, Akuzum, Zincirli, and Selcuk (2016) recommended that school managers and teachers adopt an open-door policy for parents and that schools make collaborative efforts among the school staff, parents in order to eliminate communication barriers.

To help establish a solution to communication barriers that both parents, and teachers experience (Ozmen, Akuzum, Zincirli, & Selcuk, 2016; Taylor, 2016) in schools.

Bordalba and Bochaca (2019) developed a theoretical model as an adaptation of the Decomposed Theory of Planned Behavior that posits technology as a solution to communication barriers and a way to enhance two-way pedagogical communication. Interviews were conducted with parents and teachers to collect data about their beliefs

and experiences using e-mails and online platforms. In the study, parents and teachers displayed more positive stances on the use of digital media in schools where the management team promoted the use of e-mails or online platforms for family school communication. Parents and teachers were favorable to a communication plan that uses technology to enhance their communication and instructional practices when schools promoted the idea and access to resources and training (Bordalba, & Bochaca, 2019).

One such example of this is present in Kraft and Monti-Nussbaum (2017) evaluation of a school-based pilot text-messaging program intended to engage parents as partners in reducing summer learning loss. During the summer administrators recruited parents of students rising into first through fourth grades to participate in a text messaging program. Parents received positive messages that emphasized the importance of reading and the role of parents in encouraging reading at home during the summer months. As a result of the summer text messaging parents reported that they were much more aware of what literacy practices to work with students on over the summer (Kraft & Monti-Nussbaum, 2017). Data collected from students whose parents participated in the study also showed less of a summer learning decline in reading achievement than students whose parents did not participate (Kraft & Monti-Nussbaum, 2017).

Similar to how Kraft and Monti-Nussbaum (2017) believed that providing positive consistent communication to parents could increase student achievement. Blau and Hameiri (2017) also believed that schools are the driving force behind improving parent-school communication. Blau and Hameiri (2017) found that the more active a teacher was in using digital media to communicate with parents, the more active parents

were in doing so. Analyzed mobile access of an educational database in a large sample of 429 schools during an academic school year to compare mobile logins onto the database between schools with frequent, occasional, and no mobile teacher access. When teachers promote technology as a catalyst to drive student learning students and parents are more likely to access technology resources (Blau & Hameiri, 2017).

These studies highlight the importance of effective communication and the impact communication can have on student achievement. In addition, the literature identified current problematic barriers connected to communication from both parents and educators and presented ways to improve parent-school communication (Blau & Hameiri, 2017).When a school management team supports communication with families and teachers' school communication increases (Daniel, 2016). Parent-teacher communication provides multi-faceted benefits to teachers, the school, and parents (Bordalba & Bochaca, 2019; Ozmen, Akuzum, Zincirli, & Selcuk, 2016; Taylor, 2016). Improving school communication plans and using technology to bridge the communication gap between educators and parents in the educational setting is important for student success (McFarland-Piazza & Harrison, 2015; Park & Holloway, 2017; Sanchez & Cortada, 2015).

Creating Parent Literacy Trainings and Workshops

Literacy and reading programs that target parent-school collaboration have been shown to positively influence children's literacy development (Cassidy, 2016). Parent reading and literacy training programs can be valuable as a professional development tool for teachers and administrators who want to make parent experiences providing home-

based literacy instruction more meaningful. Despite the promise of these practices for improving student outcomes and home-school collaboration, training of parent tutors is not a routine practice in schools and may be related to lack of research demonstrating that key school personnel can serve as effective trainers (Saracho, 2016).

Kupzyk and Daly (2017) set out to examine this type of home school collaboration where teachers functioned as parent trainers. Doing so helped to shed light on the relationship between evidence-based tutoring and student oral reading fluency. During the study teachers provided parents with structured intervention strategies to support home-based literacy instruction through tutoring. As a result of parent participating in this workshop Kupzyk & Daly (2017) found that when parents utilized the literacy supported methods introduced more frequently with their children, students were more likely to meet or exceed expectations performance expectations. Conversely, Parker and Reid (2017) advocate for ways to increase parent and student motivation to engage in tutoring. To examine the role of parents as situationally positioned educators during summer months. Parker and Reid (2017) conducted a qualitative study that explored how schools utilize parents as agents to foster student summer reading gains. Like Kupzyk and Daly (2017), Parker and Reid (2017) found that when educators worked to train and support parents as tutors students showed significant gains in reading levels during the Summer or maintained their learning from the previous year. This suggests that when schools establish opportunities for reading and literacy trainings both parents and students will benefit.

        While previous studies (Kupzyk & Daly, 2017; Parker & Reid, 2017) examined

opportunities for engagement and the impact that parent workshops have on student

performance. Hindin and Dougherty (2017) examined a program that embedded these

same practices but, with an emphasis on workshops that train parents on how to

encourage children to read more at home. During each training parents were provided

strategies to help children decode difficult texts, and unfamiliar words (Hindin &

Dougherty, 2017). School leaders met with parents during a 7 week period and recorded

interactions between families as they provided reading tutoring and read aloud with their

children (Hindin & Dougherty, 2017).

        During the weekly meetings with parents, the researchers shared feedback from

the parent meetings with the classroom teachers and worked to promote a stronger home-

school partnership by helping the teachers build upon literacy related work parents were

already doing in the home. Brown, Schell, Denton & Knode, (2019) also examine

findings from a small multilingual and multicultural book bag program implemented

among third grade elementary students for a semester. Teachers met with parents

biweekly for five months to teach parents reading strategies regarding the types of

questions they could use to drive reading comprehension, ways to navigate texts, and

explain new vocabulary words to children (Brown, Schell, Denton & Knode, 2019). Both

of these studies are significant in that they show that when parents participate in literacy

programs they utilize resources and instructional practices in the homes (Brown, Schell,

Denton & Knode, 2019; Hindin and Dougherty; 2017).

Burgoyne, Gardner, Whiteley, Snowling, and Hulme (2018) evaluated the effectiveness such parent-delivered early language enrichment programs to explore the types of social interactions between parents and their children. Burgoyne, Gardner, Whiteley, Snowling, and Hulme (2018) conceded that interventions that show promise include those which train parents to extend their child's language during conversations or aim to increase parent's responsiveness (Pollard-Durodola, Gonzalez, Zhu, Saenz, Resendez, Kwok, & Davis, 2018). The most common approach in the study involved training parents to use interactive book reading. This finding showed that parents interact with their children through, adult use of questions, prompts and feedback to promote discussion about a book (Raffaele, Pelzmann, & Frank, 2016). There was also evidence that showed that parents at varying economic levels with training could encourage dialogic reading and letter-sound games at home to help develop emergent literacy skills.

Parents participating in these studies reported that through strategy instruction provided by the researchers and interacting with other participating parents, they acquired more tools to implement literacy instruction at home (Clarà, 2017). Parents also expressed an understanding that their involvement was welcomed and encouraged by staff and expressed that they believed their participation in the program positively affected their children's literacy (Hindin & Dougherty, 2017).

When schools partner with parents to increase their knowledge of reading and literacy instructional practices, parents can drive reading student achievement at home and during Summer, parents feel valued as partners and this type of collaboration strengthens parent-school partnerships (Hindin & Dougherty, 2017; Parker & Reid, 2017;

Kupzyk & Daly, 2017). An efficient and effective program for training teachers to then train parents to tutor their children would contribute significantly to teachers' professional development, strengthen home-school relationships, and facilitate helpful parental support of their children. If teachers can be taught how to engage parents as tutors, the combined efforts of home and school may ultimately improve the children's academic proficiency (Hindin & Dougherty, 2017; Parker & Reid, 2017; Kupzyk & Daly, 2017).

Bridging literacy and Reading Resources Gaps

Home literacy activities from an early age contribute substantially to young children's language and reading comprehension (Terlitsky & Wilkins, 2015).A growing body of research points to the positive impact parents can have on their children when they read to them on a regular basis (Neuman, 2017). This includes improved future academic performance as well as the promotion of important social and emotional development. Economically disadvantaged households are far more likely to start school with low emergent literacy skills, and that literacy gap continues to grow as those students move into higher grades (Peters, Martinez, & Spicer, 2019).

To examine practices that would increase literacy skills in young children Peters, Martinez, and Spicer (2019) conducted a study that explored the relationship between free book programs and student reading frequency. Parents in the study were surveyed to learn more about how reading practices and frequency of student reading, were impacted by access to reading material within the home. The analysis showed that the more books a family owned, the more frequently the parents read to their children each week, and as the number of books a family owned increase, so did reading frequency (Ule, Zivoder, &

Du-bois-Reymond, 2015). Peters, Martinez, and Spicer (2019) found that children who

have had storybooks read to them frequently and who have parents who read themselves

began school with larger vocabularies and more advanced comprehension skills (Hindin

& Paratore, 2015). Neuman (2017) examined the effects of a book distribution program

on children's language, vocabulary, and knowledge of information to learn more about

how access to books at home can impact reading achievement. Due to parent

participation in the book distribution program parents reported that they were more likely

to read books that were provided by the book program, and students were exposed to

more meaningful texts (Neuman, 2017). Students incidentally learned vocabulary in

context that enhanced their comprehension skills (Neuman, 2017). While library program

programs and book distribution programs may be vital in supplying students with literacy

resources, Weber (2018) argued that teachers must carefully monitor students despite the

type of literacy intervention program to make certain students are reading on their

independent levels so that students may grow as readers and enjoy the texts they have

chosen, which may lead to greater reading confidence. Weber (2018) captures the

positive impact of effective a recreational reading program on children by measuring

students reading levels through running records. Students participated in a classroom

application to support literacy development through a teacher-guided library selection

program to explore how they experiences library visits and how it helped support their

reading goals. When teachers provide guidance, encouragement and incentives students

participating in book programs, or library programs students showed an improvement in

reading abilities (Weber, 2018). This form of scaffolding helped students feel more

organized and efficient in finding appropriate books for independent reading (Weber, 2018).

In addition, Nielen, and Bus (2015) tested effects of an enriched school library on reading motivation, reading frequency, and academic skills and found students from schools with enriched libraries scored on average half a standard deviation higher on a standardized reading comprehension test than students from schools without library programs (Nielen & Bus, 2015). Both these studies show the importance of creating libraries within schools that provide students with access to literacy resources to promote reading achievement (Nielen & Bus, 2015; Weber, 2018). It is therefore important to evaluate tools that can be used to stimulate reading practice in schools, such as making books easily accessible by creating classroom libraries (Li & Fleer, 2015).

While focusing on traditional book programs may be a viable solution to closing reading achievement gaps. Maboe, Smith, Banoobhai, and Makgatho (2018) present technology as an alternative solution that provide students with literacy resources at home. Maboe, Smith, Banoobhai, and Makgatho (2018) explores the use of tablets to enhance reading among learners in primary school. The findings of the investigation reveal that when learners use technology during learning to communicate and engage students are more likely to engage in the reading lesson (Maboe, Smith, Banoobhai, & Makgatho, 2018). Tablets provide learners with the opportunity to experience technology physically and independently. Audiobooks used on tablets helped to facilitate reading development in especially with regard to vocabulary branching and correct pronunciation.

Another illustration of the relationship between technology and student performance is evident in a study conducted by Busulwa and Bbuye, (2018) to examine the relationship between student learning and access to resources. Busulwa & Bbuye (2018) found that students and teachers find wireless technology to be a flexible, essential tool, that helps to promote cooperative and collaborative teaching and learning. Participatory observations were conducted to better understand mobile learning and teaching experiences of parents, students, and teachers' mobile learning and teaching.

Busulwa and Bbuye (2018) suggested that school leaders help change teachers' attitudes towards mobile phones use in teaching to help transform learning and meet the learning demands of the learners. In this regard, professional development programs should be designed for school leaders and teachers to develop their understanding on how a mobile phone can enhance learning in a similar way to computers.

Opportunities to Extend Reading Support Beyond the Classroom

Reed (2019) synthesized summer reading intervention studies and found that teacher-directed instruction was more influential in students' summer reading improvement than making books available to practice reading independently at home (Mozolic & Shuster, 2016). Reed examined an out-of-school intensive summer reading program delivered to students exiting third grade without meeting grade-level benchmarks to explore caregivers' completion of a home-based reading intervention. Programs that offer high quality interventions aligned to state wide assessment are beneficial to students. Students that participated in the intervention program showed significant increases in reading fluency and comprehension. Reed (2019) concluded that

out-of-school opportunities for delivering reading intervention was consistent with a response to intervention (RTI) framework and that summer reading intervention programs can meet the rigor of state required interventions.

Another approach to that extends learning beyond the school year is school based structured tutoring programs. Mozolic and Shuster (2016) suggested that structured tutoring programs staffed by community volunteers could be a critical component in ensuring the success of our most vulnerable students while supporting teachers and engaging the community in the public-school system. While structured programs produce larger effects for tutored students when a wide variety of activities are offered students are not only more engaged in the learning, but also more likely to retain information (Mozolic & Shuster, 2016)

Park, Brownell, Bettini, & Benedict (2017) suggests the use of writing workshops to encourage learning beyond the classroom and support parents that provide home-based literacy instruction with additional support. Park, Brownell, Bettini, & Benedict (2017) observed a parent workshop that supported student creative by encouraging parents to provide direct reading instructional feedback to support to their children. The social aspect of this program included parents informally reading to children and giving the children the opportunity to share their writing. To build strong literacy tutoring programs school leaders should start off with clear, specific, and measurable objectives, use structured programs to meet program goals, conduct ongoing assessment for individualization of lessons and provide immediate feedback, motivation, encouragement.

These studies demonstrate opportunities to extend learning beyond the school day, and school year such as summer reading programs, afterschool tutoring, and reading and writing workshops help drive student reading achievement (Nielen & Bus, 2015). Programs that focus on parent trainings and workshops help to provide parents with a bank of literacy instructional activities, and strategies to implement at home with their child.

Conclusion

The literature presented in this review shed light on ways that family, school and community can establish support that drives student reading achievement. The literature builds on the conceptual framework that guides this qualitative case study, Epstein's Six Types of Parent Involvement (1987, 2006). In alignment with the results of the case study interview data, the review of current literature was organized by recent research that produced themes that reference ways schools can support parents that provide home-based literacy instruction.

The following subthemes emerged throughout the development of the literature review: promoting the home as a literacy learning environment; improving parent school communication; creating parent literacy trainings and workshops; bridging literacy and reading resources gaps; opportunities to extend reading support beyond the classroom. I presented the themes in depth by various researchers in the review, and in alignment with the interview data, will support the recommendations presented in the study's project, titled: White Paper: School Literacy Policy. The project highlights recommendations to

guide the district with strategies on how to support parents providing home-based literacy instruction.

Project Description

Based on the findings of the study, the most appropriate project to address district needs is a white paper. The document provides a concise report of recommendations on how to support parents that provide home-based literacy instruction (Appendix A). It is evident that there is no strategically designed home-based literacy instructional plan in place, though the literature indicates benefit from such partnerships between parent and school (Geske & Ozola, 2013; Hunter et al., 2017; Jeynes, 2016; Minna et al., 2016). The results of the interview data analysis and the research presented in the literature review in section three drove the development of the paper. The project outlines research-based recommendations to help schools support parents that provide home-based literacy instruction.

The content of the white paper emphasizes how schools can establish partnerships with parents that provide home-based literacy instruction to improve student reading achievement. The recommendations presented in this document highlight how schools help improve parents' home-based instructional practices through the following practices: promoting the home as a literacy learning environment; improving parent-school communication; addressing gaps in literacy resources available to parents by bridging resource gaps; creating literacy instructional training and professional development opportunities for parents; and supporting collaborative opportunities between school and parents that support literacy academic achievement of students. The research presented in

the literature review of section three as well as the research collected from the above case study substantiates the findings outlined in the white paper, and I used it to support the listed recommendations throughout the document.

Potential Barriers

By the closing of each fiscal year, schools in the district have completed their academic strategy, and fiscal budgets for the upcoming school year. This could potentially serve as a possible barrier to present the project in a timeline where it's content influences plan development. Each school leader meets with the leadership team to address gaps in practice, review evidence based research and create goals and activities based on the districtwide academic plan. The school leadership team typically reviews the initiatives developed during summer, and again at the beginning of the school year to collaboratively make adjustments. A solution to this barrier would be to briefly meet with the school leader prior to this meeting to share updates and progress of this study. This would help create an opportunity for any amendments to the school academic plan that would include the white paper recommendations.

Resources needed to execute this plan will be funding to support school library development, and grants that support literacy and reading resources for parents providing home-based literacy instruction. The recommendations in the white paper suggest support systems that would require specific fund allocations. Should the content of the paper influence the allocations of funds, in collaboration with district leaders and the Board of Education, building leaders have the option to modify their budget to align with newly developed initiatives.

Proposal for Implementation

I plan to present the paper to the local school board in the months following the closing of the 2019-2020 academic school year. This timeline allows the content of the paper to influence the development of literacy school policies for the upcoming year to address the current gap in practice. I will consult with the school leader to schedule an appointment to present the project. Along with a hard copy of the entire paper, I will present the content of the project via PowerPoint with emphasis on critical points of the recommendations. In the event that that a face-to-face presentation does not receive approval, I will send a copy of the completed white paper directly to the district's board members for review.

Roles and Responsibilities of Stakeholders

White paper recommendations will be presented to the school leadership team. This team includes the school leader, curriculum content leads, and the special education coordinator. It will be the school leader's responsibility to approve the white paper recommendations along with the academic plan for the 2020-2021 school year and allocate funding. The school leader and school operation director will collaborate to update the current school communication plan. Curriculum leads will provide support by helping to establish a school literacy committee and direct feedback about goals and resources outlined within the plan. Students and parents will participate in focus group to gather targeted feedback and improve parent-school communication as outlined in the plan.

Project Evaluation Plan

This project provides a guide that helps school leaders create a school literacy policy that supports parents that provide home-based literacy instruction. The evaluation approach for this policy is goal based. To evaluate progress towards meeting goals outlined in the policy both formative and summative data will be collected. Formative data will be collected through parent feedback from the parent family literacy council, and district wide NWEA MAP Assessments. The summative evaluation includes state normed assessments conducted in the Spring of each school year.

One goal of this project is that the recommendations presented are included as a part of the school academic plan for the upcoming school year. Another overall goal of the project is that the recommendations strengthen parent-school collaboration and improve student reading achievement school wide. Schools can be an important pathway for families to get additional parenting support delivered locally, or even to parent programs delivered within the school. The success of a comprehensive school literacy program can depend on the receptiveness of the families being served. This comprehensive literacy program can be valuable as a professional development tool for teachers and administrators who want to support parent engagement and encourage collaboration that drives student reading achievement.

Justification for Project Type

It is powerful for parents to witness the results of their efforts when reading with their children (Hoover-Dempsey, Walker, & Sandler, 2005). An efficient and effective program for training teachers to then train parents to tutor their children would contribute significantly to teachers' professional development, strengthen home-school relationships,

and facilitate helpful parental support of their children. If teachers can be taught how to engage parents as tutors, the combined efforts of home and school may ultimately improve the children's academic proficiency.

The creation of the school literacy plan will allow schools to create a system-wide approach that supports parents that provide home-based literacy instruction; Provide leadership for and monitoring of the English Language Arts program beyond school hours; Ensure full and effective implementation of programs and practices among sites; Strengthen prevention, intervention, enrichment, and student support services; Coordinate and target professional development services for parents and staff that train parents; Develop a balanced and strategic assessment plan for literacy; Establish a division-wide team and support school-based teams focused on improving literacy instruction and student learning; Build capacity of all staff and community members to contribute to the literacy development of students.

Overall Goals of Project

The purpose of reading instruction is to develop critical literacy skills that result in meeting high expectations for all students. This rigorous approach includes using text for communicating, thinking, following directions, and problem solving, both at home and at school. To foster critical literacy, it is necessary to provide all students a balanced literacy program that is inclusive of all stakeholders. There are five components that will be outlined specifically in this paper. Section one focuses on addressing the home as a learning environment. Section two focuses on providing parents with access to reading and literacy resources. Section three focuses improving school communication to parents

about reading and literacy school events. Section four focuses providing more opportunities for literacy parent trainings and the section five focuses on providing reading support for students beyond school hours.

Evaluation Goals

All of these assessments utilize common core standards to assess students reading proficiency. Goals for student reading to monitor progress of the policy will be to increase student proficiency in grades three from 17% school wide by at least 15% on each assessment. Another goal will be to increase parent satisfaction feedback with school literacy practice on the school wide survey from 22% to at least 75% by Spring 2020 (See Appendix A). If the recommendations from this project are reflected in the school's academic literacy plan and are used by school leaders to strengthen home-based literacy instructional practices of parents and establish family literacy support reading student achievement should improve.

Description of Key Stakeholders

Key stakeholders that will take part of implementation include reading and literacy specialists, literacy coaches, literacy coordinators and supervisors, school leaders, classroom teachers, school support staff, parents and families of students and district staff. These individuals play an important role because they work with students who are experiencing difficulties with reading or writing at all levels and develop and/or evaluating school or district literacy programs.

Project Implications

Social Change Implications

Through strategic collaboration and partnership, school leaders regularly provide support to parents that provide home-based literacy instruction. The use of recommendations for this project can influence the following: strengthening school-family partnerships, establishing parent literacy and reading workshops for parents, improving parent school communication systems, and creating access to literacy and reading resources for students at home. The project was designed as presentation to the district that offers a concise report of recommendations and strategies for schools to use that improve how parents experience providing home-based literacy instruction and increase student reading achievement. The recommendations in the white paper supports parents' abilities to provide home-based literacy instruction and provided ways that the school district can establish plan to do so. School leaders can use the recommendations in the white paper to modify current district and school policies related to literacy and family partnership by developing a comprehensive strategic literacy plan that addresses the gap in practice.

School leaders can use the suggestions to help parents access literacy resources for home-based instruction and provide training and workshops that improve how parents experience home-based literacy instruction. Each school in the district created their academic plan for the year at than close of each fiscal year. This plan includes individual school-wide goals and regional goals based on content areas. The recommendation in this document aligns with the school's academic plan and can help the school achieve their school wide goals by providing evidence based strategies to improve student reading achievement. Children who have books at home and caregivers that read to them from an

early age develop literacy skills that translate into greater ease in learning how to read (Murray, McFarland-Piazza, & Harrison, 2015). Further, children with access to books show greater interest in, and spend more time on reading (Núñez, Suárez, Rosário, Vallejo, Valle, & Epstein, 2015).

When schools consider the home as an active learning environment and establish partnerships with parents to support home-based literacy instruction schools can bridge achievement gaps and improve student reading achievement. Once school leaders improve communication efforts within the school and establish strong partnerships with parents, the opportunity to regularly collect data about how students and parents experience home-based literacy instruction can exist, and schools can utilize this data to monitor progress towards school wide academic goals.

By establishing a school library, literacy council, and working with local community agencies to provide parents with access to internet, technology and literacy resources schools increase the likelihood that students will go home to a print rich environment. Extended learning beyond the classroom to consider offering summer literacy learning programs to children will give students additional opportunities to receive hands on support and on-going instruction. The recommendations can assist school leaders with creating parent literacy workshops and trainings that support parent schedules to increase parent attendance. These initiatives support students and parents by creating opportunities for the school to address challenges parents face while providing home-based literacy instruction.

Importance of the Project to Local Stakeholders and in Larger Context

The recommendations also provide information that aligns with school-wide budgeting and decisions about allocating funds to support student reading achievement under Title One. School leaders and teachers impact the implementation of the outlines literacy policy procedures in that they will provide additional support during parent and training workshops, increase communication weekly through literacy newsletters, and support opportunities to extend learning beyond the classroom. Reading teachers in grades K-5, and academic support staff will be asked to provide additional support, tutoring during after care programs, and during summer camp. If the school budget allows for stipends this would be a great incentive to support any adjustments that staff will have to make to create availability. The recommendations also suggest methods for partnering with community agencies to advocate for literacy resources that would help parents that provide home-based literacy instruction. The development of a school literacy policy that addresses challenges that parents face while providing home-based literacy instruction and helps to close student reading achievement gaps that help to establish a strong partnership with families and promote a culture of literacy. When schools partner with parents to support home-based literacy instruction they create an understanding that the role parents play in literacy development is important.

This partnering helps to strengthen collaboration and motivates parents to remain involved in student learning and helps to promote literacy at home. The white paper also provides suggestions on how to create goals for each aspect of the policy and measure progress towards meeting those goals. When schools support parents that provide home-

based literacy instruction and partner together to support students' literacy development student reading achievement will increase.

As school leaders drive planning and are responsible for establishing a culture of learning, it is important for school leaders to understand the role that parents plan in student' literacy development, understand ways they provide home-based literacy instruction. Schools should be open to more participation from various stakeholders and educators should be willing to share responsibilities for student learning with families and the community. The main goal of these partnerships focuses on student achievement, but there is also attention to home–school communications, making schools more welcoming to families, and helping families increase their general well being. Epstein's theory can be used to establish shared responsibilities across parties and can also suggest policy changes for improved leadership and research in the area of family partnerships. Once building level leaders have a deeper understanding about the types of barriers parents experience, and the ways they prefer to be supported-school leaders can establish partnerships with parents that support a school culture of learning. The main goal of these partnerships focuses on student achievement, but there is also attention to home–school communications, making schools more welcoming to families, and helping families increase their general well being.

When schools work with parents to establish a strong partnership that supports home-based literacy practices students and families benefit greatly. By supporting parents that provide home-based literacy instruction schools can increase student reading achievement, parent engagement, and increase the likelihood that parents will remain

involved in their child's learning. Ultimately the benefits of this partnership is that schools can increase student achievement school wide that can aid students in becoming contributing members of society. The recommendations in the white paper can be used to ensure that parents receive support to drive student reading achievement and establish partnerships to support parents providing home-based literacy instruction.

Section 4: Reflections and Conclusions

Project Strengths and Limitations

The project developed from this study identified multiple recommendations to help schools support parents who provide home-based literacy instruction. The analysis of interview data collected from the study and the information gathered from various peer-reviewed articles on the topics of the home as a learning environment and school-dbase literacy programs were the foundation of the study. Although the recommendations of the project identify specific strategies to embed in the district and school-wide planning, the consideration of the project's strengths and weaknesses in delivery guide the direction of projected outcome. The content of the project builds from the analysis of interview data collected in the study and highlights outcomes presented in various peer-reviewed articles, specifically on ways school can support parents that provide home-based literacy instruction.

The literature presented in Section 3 identifies ways school could improve home-based reading and literacy instructional experiences of parent and students. The recommendations presented in the project provide leaders with an outline on how to establish parent-school collaboration by improving school communication, increasing literacy resources, extending learning beyond the school year, and providing parents with additional literacy trainings and workshops . Families are pivotal in terms of facilitating children's language development, including their ability to read (Elish, 2017). Children's

language and literacy development are inextricably linked to children's home-based

language and literacy experiences (Dearing, Kreider, Simpkins, & Weiss, 2006).

When school leaders work collaboratively with parents to promote the home as a

literacy learning environment, parents are better prepared to provide children with home-

based literacy instruction (Elish, 2017). The project will guide school leaders in

developing an understanding of how parents experience providing home-based literacy

instruction and help to establish a plan that address challenges that parents face to

ultimately drive student reading achievement. School leaders that support parents

providing home-based literacy instruction increase the likelihood that parents will be

vested in reading activities and students will become better readers (Jeynes, 2016).

In alignment with the literature in Section 3, the project presents various positive

outcomes associated with the development of a school policy that prioritizes how parents

receive instructional support directly from the school to address reported gaps. The data

collected and analyzed in the study adds to the research by pointing out the necessities of

establishing a plan to support parents that provide home-based literacy instruction.

The literature presented in Section 3 of the study emphasizes the relevance of

parent school collaboration, effective parent-school communication, access to literacy

resources within the home, and supporting learning beyond the classroom. Greater

consideration of home and school partnerships in the context of reading engagement is

warranted, and it would also be useful to look closely at the individual literacy support

roles that teachers, librarians, support staff such as education assistants, and

administrators play in enacting a whole school literacy plan (Merga, & Gardiner, 2018).

The development of a comprehensive school literacy policy that outlines ways to support parents providing home-based literacy instruction, and encourages student literacy development at home is important. If school leaders take into consideration the recommendations presented in the project, they will understand the importance of supporting parents that provide home-based literacy instruction and promoting parent-school collaboration to drive student reading achievement. While the content of the project addresses the importance of parent social interaction, resources and collaboration, it highlights additional subtopics that research scholars and educational theorists emphasize in the development of initiatives to close reading achievement gaps.

Recommendations related to school policy are presented in this section that will help school leaders to design more effective school communication plans, implement parent literacy trainings and workshops, create opportunities for learning beyond the classroom, and access to literacy resources to drive student learning at home. In alignment with the literature presented in Section 3, the results of the study indicate the significance establishing parent-school partnerships to support parents that provide home-based literacy instruction to increase student reading achievement and literacy development (Amari, Greuter, &Watz, 2015). The project will guide school leaders and teachers to develop an awareness of how to support parents providing home-based literacy instruction. While supporting parents that provide home-based literacy instruction will help to close reading achievement gaps other factors such as school communication, leaning beyond the school year, and access to reading in literacy resources within the home are also important. The content of this project provides

information that aligns with a variety of educational initiatives to close reading student achievement and support home-based literacy instruction. The recommendations encourage schools to develop more effective communication plans, provide opportunities for parents to attend literacy training and workshops, extends learning beyond the classroom and advocates for a school library that provides literacy resources at home.

The language and jargon used throughout the project tailor to an audience of various backgrounds. Educational jargon is moderately used throughout the project, only when necessary to articulate certain points. The avoidance of overly technical terms creates a presentation that appeals to a diverse audience, including those who are not familiar with technical terms used in the field of education, such as community members and parents. The structure, organization, and language use in the project allows a diverse audience to comprehend specific concepts and major points with comfort. Despite the strengths of the project, the presence of several limitations highlights a need to consider other factors when implementing the recommendations into the district's planning process.

While many studies highlight the strengths associated with creating opportunities for parent-school collaboration to drive student literacy development and reading achievement at home, can still be challenging for schools to allocate sufficient funding (Curry, Reeves, & Mcintyre, 2016). Budget and timing of the project recommendations could limit implementation in the yearly academic plan. Without the reasonable expectation of receiving significant additional resources to fund instructional improvements aimed at increasing student achievement, it is important for school districts

to critically evaluate the criteria and methods they have traditionally used in making budget allocation decisions (Dharamshi, 2018). One important function to be performed by planners is the determination of the priority of educational need (Saracho, 2016). Implementation of this plan requires access to library resources to establish a school library, and adjustments to the school communication plan both of which require adjustments to the school academic plan and fiscal budget. In the Summer of 2020, the school leadership team will identify and agree upon the components of district and state level plans for the upcoming school year, therefore delaying the inclusion of recommendations presented in the project. Most district and state level plans are living documents, modified various times throughout the school year.

Recommendations for Alternative Approaches

If I were to design this study again, there are several changes I would make. I would like to have collected data from a wider sample of parents. Rather than targeting third-grade parents, all parents with students in grades Kindergarten through Fifth-grade could've been targeting for participation. This would've allowed for a wider group of parents to be represented. Another alternative approach would've been to use observations in addition to interviews to capture how parents provide home-based literacy instruction and the types of social interactions that happen in the home first hand.

Scholarship, Project Development and Evaluation, and Leadership and Change

As a result of this study, I have concluded that the content of information produced during research provides rich insight on how to inform collaborative literacy

practices. There are a variety of factors in at each stage in implementation to consider before developing an action plan that addresses a problem or a gap in student achievement. While it is common to focus primarily on quantitative aspects of education such as student assessment scores, school AYP data, I gained awareness of the importance of emphasizing the experiences of people. The qualitative aspect of education build on the quantitative data to bring forth an additional perspective that allows for triangulation. The analysis of qualitative data increased my understanding of shared experiences related to the implementation of educational policy and practices; furthermore, highlighting the importance of considering the experiences of people and social interaction when exploring problems and solutions in this field of study.

The content explored in the articles presented in the second literature review, in alignment with the interview data, increased awareness challenges parents face providing home-based literacy instruction, ways parents provide positive reinforcement and how parents experience support from the school. The content of the research articles reviewed enhanced the analysis of participant experience in the study by highlighting ways to address parent recommendations and create parent-school partnerships that support literacy development. The exploration of parent experiences providing home-based literacy instruction often highlights parent literacy trainings to support parents providing home-based literacy instruction; however social interaction only represents a portion of the implementation.

Reflection

The effective implementation of a school wide literacy policy that provides support for parents providing home-based literacy instruction requires effective communication, collaboration, and an strategic timeline that considers parent work schedules, funding, and resources. Data collected based on parent experiences highlighted challenges parents face, beliefs about their relationships with the school, and suggested ways that the school could provide them with literacy instructional support. Having access to data that highlighted the personal experiences of parents as they provided instructional support to their children and captured their beliefs reiterates the importance of relationships, not just parent to child, but parent to school, school to child, and within the community. Rich descriptive data in addition to the quantitative data collected allowed for the capturing of emotions, body language cues, and an opportunity for parents to share their feelings which ultimately creates a solid foundation for partnership and collaboration. Rather than just collecting survey data and creating my own narrative, I was able to capture the experiences of parents and gained great insight about the challenges they face while providing home-based literacy instruction and ways that need support in order to ensure that students can be successful.

The steps involved in the process of scholarly writing enhanced my voice and style as a writer. As a Literacy Instructional Coach, narrative writing and written expression have always been my strengths; however, the development of skills as a scholarly writer, and a researcher enhanced my ability to conduct research and incorporating the elements of scholarly language in my writing. I developed awareness

about passive language, using MEAL to construct paragraphs, and the difference between a bibliography and a literature review. Learning to encompass these skills in my writing helped me to deliver a more thorough and concise idea to my audience. I find myself utilizing these newly acquired and writing skills when sending communication at work to teachers, parents, and students. Throughout the study, I also developed an awareness and appreciation for educational research specifically about to use previous research to inform my decisions and substantiate my practice.

The important role that parents play in their children's learning is foundational. It was important for me to capture evidence of this in the literature to advocate for schools to not only consider this notion but create a plan to support this instructional practice. Findings of this study and the literature helped to aid my understanding of ways schools could provide parents with additional instructional support in the home and strengthen communication to ensure that parents are able to provide regular feedback about their home-based instructional experiences. The content of the articles analyzed in the literature reviews presented in the study emphasize the importance of viewing the home as a learning environment and establishing parent school partnerships to drive student achievement; furthermore, enhancing the importance of research in education.

The processes of conducting this study, from the prospectus to the conclusion of the study helped me to better understand how to conduct research, and research design. Going through this process helped me understand how to build on the ideas of other and how to use research that exist already to inform my practice. It was also insightful to gain practice with qualitative and quantitative data analysis. Being able to take to different

approaches and use both types of data to recognize and emerging idea was exciting. The project study checklist provided by the university served to enhance clarification on the proper approaches to take in completing each section. Referencing this checklist throughout the writing of each section helped to organize my thoughts and ensure that I was in alignment with project expectations.

Although Section 2, allowed for data analysis and the opportunity to make a connection between all of the information, section 3 was where I was able to capture ways to address the gap in practice. In section 3, I was able to offer recommendations based on the literature review and create a project that was action oriented. Ongoing feedback from my committee chair and my doctoral committee further enhanced my knowledge base on how to arrange the study to align with the checklist. Likewise, regular communication with classmates on discussion posts provided significant information. Utilizing the topic list provided by stage of the project assisted with collaborative discussions and development of the study.

Reflection on Importance of the Work

Throughout the study, each step helped to build my learning and practice as a leader and doctoral scholar. It was important for me to select a topic that would inspire change in the local setting and increase student reading achievement. Exploring how parents experience providing home-based literacy instruction to create a comprehensive school literacy policy that addresses the reading achievement gap was a great approach. I wanted parents to be able to share their experiences providing home-based literacy instruction, share barriers that they might face, and suggest opportunities for the school to

provide more support. Capturing this feedback and using it to inform a school literacy policy was the suitable solution, and as I developed the topic by reviewing the literature and conducting research, I gained great insight on the importance of parent social interaction in child literacy development, frequency and types of literacy instructional support provided in the home, and how parents would like to experience support by the school.

The framework selected to guide the research questions of the study emphasized the importance of parent at home involvement and social interaction as an integral goal of children's literacy and reading development. I've realized that when schools create their academic strategy, they often plan to address instructional practices of teachers, this study shares insight about the instructional practice of parents in the home. The results of the study, as predicted, highlights how to encourage the home as a learning environment and establish partnerships with parents that strengthen their literacy and reading instructional practices to support reading achievement.

While progressing through each phase of the study, I realized the importance of recognizing the value of parent interactions, support, and feedback. The role that parents play in supporting their child's academic achievement is an important. When schools partner with parents to provide support and resources and establish a collaborative union, students will benefit. When placing focus on partnering with parents to support reading and instruction at home, the likelihood increases that students read more, and parents are more prepared to implement home-based literacy instruction. This partnership is beneficial to teachers also and can minimize opposition because it mutually beneficial to

all stakeholders when students are successful. Initially, I considered researching literacy instructional practices of high performing schools. However, I decided to focus on parent literacy instructional practices as I witnessed a constant gap between and parent and teacher collaborative initiatives. The reverse of this approach inspired me to maintain a vision that highlighted the experiences of parents that provide home-based literacy instruction and advocated for parent-school collaboration to drive reading student achievement.

Implications, Applications, and Directions for Future Research

When schools support parents that provide home-based literacy instruction they establish partnerships that drive student achievement and advocate for practices that promote literacy and reading development. Schools may find it challenging to build these types instructional partnerships with parents because they require parent availability, many literacy trainings and workshops happen outside of school hours, and there is limited funding.

Potential Impact for Positive Social Change

In alignment with current research findings on home-based literacy instructional practices of parents the research questions of this study helped to guide the collection of data to identify what ways parents provide home-based literacy instruction to their children. This study highlights implications associated with home-based literacy instructional practices and identifies recommendations that school leaders can use to establish partnerships with parents that promote literacy development and reading student

achievement. As a result of implementing the presented recommendation schools will be able to implement literacy practices that can increase student reading achievement.

The positive outcomes associated with the implementation of this school literacy policy may also inform educational policies across the country where policymakers and school leaders can use the information in this study to identify ways to encourage children's reading and literacy development at home, and establish comprehensive school literacy programs. District and school leaders can use the information in this study to bring forth social change in various ways. Supervising administrators at a district level can utilize the results of this study to modify or change district wide literacy policies.

School leaders can use the data from this study to develop their academic reading strategies. During school leadership meetings, school leaders can collaboratively use the recommendations presented in this study to assist the team with aligning the school literacy policy with. The results of this study can be used to bridge student reading achievement gaps in the school by outlining recommendations that increase opportunities for reading instruction to happen beyond the classroom.

The recommendations of presented in this study will guide the development of the following: improving the school communication plan to keep parents and stakeholders more informed about literacy workshops, school wide goals, and opportunities to provide support; Literacy trainings and workshops for parents to strengthen home-based literacy instructional practices and encourage participation; Establish a school library and media center to provide students with access to literacy resources, and technology; Summer Literacy and reading programs, and reading tutoring programs that promote on going

literacy development. These recommendations can have a positive social impact on families because parents and students will benefit from the literacy support and trainings provided by the school. Recommendations from the study will have a positive social impact on students because students will receive additional support, resources, and opportunities to extend learning beyond the classroom.

Methodological, theoretical, and/or empirical implications

This descriptive case study was set to explore ways parents provide home-based literacy instruction and how they experience support from the school. This study acknowledged that the gap in practice was the implementation of a comprehensive literacy plan that supports home-based literacy instruction and learning beyond the classroom . The results of the study described ways that the school could provide additional support for parents that provide home-based literacy instruction and helps to close reading achievement gaps. Recommendations based on the data collected were made and placed in the white paper summary report. Section 1 described the gap in practice that prompted this study as well as the rationale for conducting this descriptive case study. A literature review exploring the conceptual framework, emerging themes, and current literature was also embedded in this section. The framework grounded the study by addressing how social interaction and parent instructional support promotes literacy development.

In Section 2, the methodology of case study was described in detail. This included the setting, data collection procedures, and my role as the researcher. This study used a

qualitative case study to gather a rich description of parent experiences. Section 3 focused on the project itself.

Recommendations for practice and/or for future research

The ability for schools to establish strong partnerships with parents that provide home-based literacy instruction requires the presence of multiple support seems including effective school-parent communication, establishing opportunities for parent school collaboration and partnerships, creating opportunities to extend literacy support to students beyond the classroom, and ensuring that students have adequate access to literacy resources. The implementation of the recommendations presented in the School Literacy Policy requires the development of detailed plans that outline each step, including an outline for the establishment and timeline for the school library. The development of each plan plays an important role in supporting parents that provide home-based literacy instruction, helps to support literacy development and address the reading achievement gap of Grade 3 students. There are a number of gaps in our knowledge around home-based literacy instructional practices of parents of parents and how schools could provide parents with additional support follow from our findings, and would benefit from further research:

1. Research that investigates alternative approaches to addressing reading achievement gaps that include technology assistance programs, mobile book programs, and school wide book assistance programs.

2. Examine ways that schools could improve school communication is by using the school webpage and social media to keep parents informed about school wide

literacy activities. Also examining how school can create rigorous academic goals that support opportunities for parent collaboration and literacy workshop.

3. In depth exploration of ways parents provide home-based literacy instruction to gauges instructional literacy practices of parents, and identifies common practices.

Conclusion

The research presented in this study explored parent experiences providing home-based literacy instruction and gathered data to inform schools on how to improve school literacy policy to address reading achievement gaps. The content of the study emphasized the importance of the home learning environment and parent instructional support in literacy development. The recommendations presented as a result of the research identify ways school leaders can establish a comprehensive school literacy policy that promotes parent school collaboration through the following procedures: improved school communication, parent literacy training and workshops, literacy programs for parents that extend beyond the classroom, the establishment of a school library to provide reading resources at home.

When schools implement a comprehensive school literacy policy that promotes parents-school collaboration to improve home-based literacy instructional practices, there is an increase in student reading achievement. Exploring ways parents experience providing home-based literacy instruction and providing parents with additional literacy resources promote literacy development and student reading achievement. Schools that promote literacy development and reading achievement are bringing forth social change

by increasing parents' and caregivers' knowledge of what they can do in the home to

promote their children's literacy learning and student academic success.

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Appendix A: The Project

The Project: School Literacy Policy

Appendix A: Project

White Paper: School Literacy Policy

- Creating Literacy Trainings and Works for Parents

- Promoting opporunities for parent feedback and shared school information

Parent Trainings and Workshops

Parent-School Communication

Learning Beyond the Classroom

Literacy Resources

- Engaging Literacy Activities After School & During the Summer

- Increased access to reading resources, technology and internet.

October 2020

By Erin A. Jones

Introduction

Parent-involvement programs have been shown to positively influence children's literacy development (Jeynes, 2012). These partnerships optimally begin in the pre-school years and continue in primary schools. Parents play a major role in developing children's school readiness (Jeynes, 2012) and in forming children's good relationships with peers and teachers (Hoglund, Brown, Jones, & Aber, 2015). These relationships help children to settle into school, reduce conduct problems and lead to good academic attainment (Hunter et al., 2017)

The recommendations presented in this document highlight how parents' contributions to their children's reading development can be enhanced by providing with the necessary knowledge and means to engage their children more actively by promoting the home as a literacy learning environment, parent-school communication, addressing gaps in literacy resources available to parents by bridging resource gaps, creating literacy instructional training and professional development opportunities for parents, and supporting collaborative opportunities between school and parents that support literacy academic achievement of students. Families' participation in their children's intellectual development positively affects students' learning and achievement and research has supported this notion (Jeynes, 2016).

Supervising administrators and building leaders can collaboratively use the data from this study in the development of each school's academic plan. Leaders can use the information and recommendations in this paper to guide the process of planning school-

wide initiatives to support parents that provide home-based literacy instruction. During each school year, building leaders continually collaborate with supervising district leaders as well as their school leadership teams to develop goals and practices that will become a part of the academic plan. During the planning process, goals related to improving student reading achievement in each schools' plan, and strategies are identified. Collaboratively, leaders can use the information and recommendations with this document to facilitate the development of school plans.

Third grade TN Ready scores from the 2016-2017 school year indicated that there was a gap in student reading achievement. Further examination of factors that could be causing this gap between reading and other subjects showed that there was no comprehensive literacy plan in place to extend learning beyond the classroom to the home environment. The purpose of the study presented in this paper was to explore how parents experience home-based literacy instruction. Data collected from parent surveys and interviews indicated that barriers parent face when providing home-based literacy instruction include gaps in school communication about reading support and lack of literacy resources within the home. After analyzing the data collected during the study in alignment with the data from various researchers on the topic, it is clear that social interaction and instructional practices of parents play an important role in student reading achievement.

In this paper, I argue in favor of implementing a comprehensive literacy plan that provides support for parents that provide instruction at home and establish partnerships with parents to improve reading student achievement. Given the capacity that building

leaders have to design their school's academic plan collaboratively, their role in establishing the fiscal budget and school wide goals to align with recommendations in the school policy is significant to improving instructional practices of parents and student reading achievement.

Project Case Study Methodology

The data gathered to support the recommendations of this white paper was compiled from a case study consisting of data collection from seven one-on-one semi-structured interviews. Twenty five parents participated in the survey, and seven parents participated in the follow up interviews and were sampled using convenience sampling based on their experiences providing home-based literacy instruction. The collection of data from the surveys and interviews of parents one leader permitted cross-analysis of data to occur; furthermore, increasing validity and reliability. In qualitative research, the meaning is not discovered but rather constructed, as the analysis of data is conducted based on the interpretation of experiences and how individuals make sense of them (Saracho, 2016). This report reflected data collected from parents and the following research questions:

Research Question One: How do parents experience reading and literacy instruction implemented in the home setting of 3rd grade students?

The participants involved in this study showed commitment to supporting their children's literacy development by providing home-based literacy instruction in a variety of ways. The data showed that parental involvement takes place in many forms, such as homework, volunteering, and making decisions about school activities. The two data

sources also indicated that parents use social interaction as a motivator student achievement at home.

RQ 2: How is instructional support currently provided by the district to support home-based literacy instruction and reading student achievement in the local school setting?

Based on survey and interview data parents reported that the primary support being provided by the school as homework. Parents agreed that work came home regularly, but that they were unaware or unsure about additional support provided for parents. To improve this, parents suggested libraries for students, better access to reading material, workshops that are earlier in the day that meet time accommodations and after care trainings and workshops.

RQ 3: What challenges do parents experience that interfere with their ability to provide instructional support for home-based literacy activities?

Some challenges that parents reported experiencing were limited reading resources within the home, lack of clarity around opportunities provided by the school to receive literacy training and support, challenges with consistently providing literacy instruction at home because of work schedules.

Recommendation 1: Reading & Literacy Parent Trainings & Support

Planning to Plan

Evaluation

Current Snapshot

Action
Planning

Gatheri

Goals & Objectives

Role Selection

Vision & Mission
Statements

Epstein's (1987, 1992) theory suggests that schools should be open to more participation from various stakeholders and that educators should be willing to share responsibilities for student learning with families and the community. The main goal of these partnerships focuses on student achievement, but there is also attention to home–school communications, making schools more welcoming to families, and helping families increase their general well-being. The target of this portion of the school literacy policy will be to create parent reading and literacy workshops and trainings, for after programs and extended learning programs, create a library committee actively oversee and support parent trainings and workshops, and establish a parent literacy committee to advocate for parents that provide home-based literacy instruction and strengthen parent-school communication.

Parent Literacy Workshop Outline

The reading and literacy training aspect of this policy was designed to be completed in three distinct stages over across one school year. The three stages are as follows:

Key Move 1 - Involves identifying and working with parents to enable them to: interact more effectively with their own children (Grades K-5) as they engaged in literacy; use a range of strategies to promote literacy development; make greater use of literacy resources within the community. All parents completing this phase of the program will receive a Certificate of Completion.

Key Move 2-Involves additional workshops for parents in stage 1 who are interested in acting as school literacy or reading community tutors. This course provides

more advanced knowledge of literacy. These parents are usually invited to participate in a variety of classroom based work with a variety of children.

Key Move 3-Involves training of selected the parents from stage 2 to act as reading community tutors. These parents are trained to use a specially prepared package of six one hour sessions, designed to introduce other parents and their children to some of the home-based reading instruction strategies taught to them directly in stage 1 and stage 2, and to share insights gained as part of their experiences proving home-based literacy instruction. The content in stage 1 will cover basic child development and learning theories (Bandura, 1977; Vygotsky, 1978; Epstein, 1987) and provide opportunities for parent school collaboration. This program will be presented through a mixture of short lectures, workshops, demonstrations, and apprentice teaching sessions. A critical part of the training will be demonstrations of various strategies that parents can use while implementing home-based literacy instruction.

The Parent Literacy Training Program

The parent literacy training program is another facet of the proposed school literacy plan that enables parents who want to play an active role in the school literacy program. Parents that complete core training in stage one will share their insights and experiences gained as part of this program with other parents. As such it has the following specific goals:

- To raise parental awareness of the importance of their roles as supporters of their children's literacy development.

- To introduce parents to a number of effective strategies for responding to their children's reading and writing.

- To increase parental knowledge of the way children, learn to read and write. '` To increase parents' ability to help their children select appropriate reading material for enjoyment and learning.

- To provide a range of literacy strategies for parents to assist their children with research work.

- To act as a vehicle for encouraging parents to participate in Stage 1 of parent recruitment in the literacy trainings/workshops.

Data collected to monitor how the program is meeting established goals will be:

- Observational data concerning parent and tutor interactions, parent participation in sessions, and parent participation in their children's literacy activities.

The establishment of a school library committee and parent literacy council is also a primary goal for the first component of the literacy policy. During the first 30 days of school and during the school annual Title 1 meeting when parents are informed of the previous year's annual yearly progress, parents will be informed of the outcomes and initiatives taken to address these gaps in practice. Parents will be informed that the school library committee will consist of various stakeholders within the school and community as well as two parents. Parents will also be informed that the parent literacy council will consist of 8 parents, the school librarian, and be led by the reading specialist for the

school. Parents will be allowed to provide their information to attend a meeting to learn more about the requirements of each committee.

School Library Committee

The goal of this committee is to enable stakeholders to discuss with confidence children's literature. Parents that participate on the parent literacy council will learn about the types of books suitable for differing age groups; the importance of high interest levels in books; the need for a variety of texts knowledge of different authors and illustrators; and effective use of illustrations. This committee will make literary selections for the school, create monthly literacy activities to engage the community, parents, and students in monthly literacy activities/exhibitions. The council will be responsible for advocating for funding needs for the school library and locating grants to support operation. This committee will meet bi-weekly to address goals outlined in the school literacy policy, and as needed. Participants will receive a stipend for their participation and will report progress, and goals directly to the school leadership team monthly.

Parent Literacy Council

The goal of the parent literacy council is to ensure that parents are able to communicate their experiences providing home-based literacy instruction directly with the school, and partner to advocate for student needs as it relates to reading development. Parents that sign up for this committee will receive a letter of certificate and field experience hours if they are enrolled in an education program. This council will meet once a month to discuss school wide progress in meeting reading academic goals, student reading performance, school wide literacy activities, parents workshop topics and

offerings, and share concerns and feedback from a parent perspective that strengthens school and parent communication and partnerships. This committee will consist of 2 elected parents from each grade level by the PTO. Parents will be selected annually during the first PTO meeting of the school year.

Recommendation 2: Improved Parent School Communication

Planning to Plan

Evaluation

Current Snapshot

Action
Planning

Gathering Data

Goals & Objectives

Role Selection

Vision & Mission
Statements

Improved Parent-School Communication

This communications plan will serve as a guide for school wide communications strategies during the 2020-2021 school year. It will guide the district as it enables helps school leaders to facilitate and communicate key messages to parents and community. This plan will be used to ensure that the school can perform both academically and efficiently. It is necessary to use every tool possible to market opportunities for reading and literacy partnership with parents, to inform our community, and create opportunities to garner support from community agencies to help drive student reading achievement. This plan serves as an effective way of doing things that expresses to the students, parents, staff members and the community that school leaders, are dedicated to serving the educational needs of the community to the highest degree possible. This aspect of the school literacy policy will address parent school communication and advocate for the implementation of an improved school wide communication plan, and parent focus groups.

Types of communication Addressed in this policy:

- Media Relations works to publicize our schools' good news, events, activities and awards. The Superintendent is the liaison between schools, the district and the media.

- Public Relations Training develops communications plans; train staff and parent groups; and provides public relations, marketing and communications counsel on issues that impact schools, departments and the district.

- Community Outreach This area of focus is designed to build support and reach out to the community.

- Employee Communication administration is responsible for the content and/or publishing of handbooks, memos, newsletters and online information for employees.

- One Call Now The one call now system is an online portal with information specific to the school stakeholders.

- REMIND An electronic message app for staff that provides district alerts and news directly from the sender to the contact list.

- Multimedia Production provides multimedia resources with messages from the superintendent and other administrators about budget issues, assessment scores and other timely topics.

- Administrative Team Meeting Another informational mode of communication is the monthly administrators team meeting (principals, assistant superintendent, directors and supervisors), and features brief updates on current district issues in a quick, easy-to-discuss manner.

- School Newsletters Each building administrator distributes various types of newsletters/updates.

- School Facebook and Twitter pages.

- School website A comprehensive source of information about district programs, schools, curriculum, policies, events, and operations.

- Great Schools Learning provides parents and students detailed information about individual teacher classroom assignments, lessons, handouts, materials, expectations and procedures.

School Communications Plan

STRATEGY	PURPOSE	TIMELINE	AUDIENCE	
School newsletter	School news, events, dates, and learning tools will be compiled and distributed	Monthly	Staff, students and parents	Administration
Teacher newsletters	Update parents on curriculum and instruction news in the classroom	Weekly	Parents	All teachers
School sign	Change message regularly to reflect upcoming events and important school information	Ongoing	Staff, students, parents and community	Administration, assigned school staff
Community bulletin board in school foyer	Post important community and school information for parents and stakeholders	Ongoing	Staff and parents	Administration and teachers
School website	Keep current and vital school information updated on the website with curriculum news and email links (with phone numbers) for all teachers	Ongoing	Staff, students, parents, prospective students and their families	Administration, webmaster, all teachers
School Messenger	Mass calling system to notify parents of events at schools	Weekly	Parents	Administration and teachers
Media (print and electronic)	Networking with media venues to keep community abreast of events	As needed	Parents and community	Administration, assigned school staff
School-wide fliers, memos and other materials sent home	Announcements/reminder of important dates and information	As needed	Students and parents	Administration

when necessary				
School handbook	Update and distribute at the beginning of the year to outline expectations for the year	Annually	Teachers, students and parents	Administration and all teachers
Staff handbook	Communicate updates of policies and procedures relevant to staff	Annually	Teachers	Administration
Open house/curriculum night	Grade level meetings to introduce parents to a new school year and curriculum procedures for success	Annually	Parents and students	Administration and all staff
Parent-teacher conferences	Individual meetings to discuss student progress and academic growth	As needed	Parents	All teachers
Student progress reports and report cards	Communicate successes and challenges to parents and families	Quarterly	Parents and students	All teachers
Teacher phone calls	Communicate with parents on urgent matters or matters that require more personal interaction	As needed	Parents	All teachers
Graded work, tests and assignments sent home	Keep students and parents updated on academic progress within the classroom	Ongoing	Parents and students	All teachers
Teacher messages entered in student's folder/agenda	Inform parents of pertinent information not included in weekly newsletters	As needed	Parents	All teachers
Staff meetings	Open communication with staff regarding news, updates, professional development, and school-wide calendar	Monthly	Teachers	Administrators
Grade level team meetings	Teachers meet to discussed curriculum issues/concerns and student data	As scheduled	Administration, teachers, and students	Administration and all teachers

School improvement team meetings	School financial, administrative, and professional development concerns/decisions discussed	Monthly	Teachers, parents, and community	Administration and teacher team members
Local School Council meetings	Parent, staff and business/community representatives meet discuss student achievement and success in school;	Monthly	Parents, students and community	Administration and LSC members

Communication Implementation Plan

Goal 1: Establish an effective community relations program to build collaborative relationships and strengthen support for student reading achievement.

- Cultivate and strengthen relationships with the districts Key Communicators to engage them in the district's vision and financial challenges to help them understand and engage in the vision and challenges. Identify community outreach programs.

Goal 2: Maintain an effective media relations plan that enhances the district's image in the community.

- Execute a strategic media communications plan that is proactive and reactive.

Goal 3: Establish an effective employee communications plan that improves knowledge about, and support for the school

- Utilize the Key Communication tools for employees.

Goal 4: Establish a strong, positive, connection between individual schools and our community.

- Develop tools and resources to help school leaders become more effective in their roles as communicators.

Goal 5: Support members of the Board of Education in their efforts to engage the community around school issues and initiatives.

- Develop strategies for effective community engagement for the Board of Education.

Goal 6: Communicate the school's vision and goals through strategic messaging.

- Develop message/position statements that represent the school's vision, goals, challenges and accomplishments.

Goal 7: Improve the public's access to online district information and provide online tools that empower the public.

- Develop online communications, including the website, for stakeholders-parents, students, potential employees, businesses, and the general public-that best facilitate the flow of information and provides an efficient and clear delivery of services.

- Gather data and analyze the needs of stakeholders (Web and social media users) in order to develop an appropriate Web/online structure and content.

- Use social media to provide immediate two-way communication with stakeholders and build relationships and awareness of issues.

Goal 8: Maintain an effective Emergency Operations Plan and Building Handbook policy and procedures that ensures the public and staff are informed, safeguards student and staff privacy, maintains safety and protects the educational process.

Evaluation and Measurement of Communication Plan

The evaluation of the communication plan will be driven by feedback collected through program monitoring, school wide feedback, and parent feedback. The following resources will be utilized to evaluate and measure the effectiveness of this communications plan:

A.Planning and Evaluation Form for Effective Schoolwide Reading Programs

Planning and Evaluation Form for Effective Schoolwide Reading Programs

I. Goals, Objectives, and Priorities – Goals for reading achievement are clearly defined, anchored to research, prioritized in terms of importance to student learning, commonly understood by users, and consistently employed as instructional guides by all teachers of reading.		
SCORES	EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	1. Goals are clearly defined and quantifiable at each grade level.	Grade-level literacy goals are articulated, anchored to research and quantifiable
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	2. Goals are articulated across grade levels	Leadership clearly communicates goals to all stakeholders (i.e., teachers, instructional assistants, parents). School staff members know and understand grade-level

		literacy goals within and across grade-levels.
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	3. (x2) Goals are prioritized and dedicated to the essential elements (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension) in reading	Goals are anchored to explicit instruction and dedicated to the essential elements. ¨ School staff members understand the link between goals and explicitly teaching the essential elements of reading instruction.
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	4. (x2) Goals guide instructional and curricular decisions (e.g., time allocations, curriculum program adoptions).	Leadership decisions relating to literacy instruction are made with a focus on Parent inclusion and literacy goals. ¨ Instructional and curricular decisions that are directly linked to literacy goals are prioritized.
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	5. Goals are commonly understood and consistently used by teachers and administrators within and between grades to evaluate and communicate student learning and improve practice	Schoolwide meetings occur 12 times per year following each benchmarking period to analyze data and discuss progress toward reaching goals within and across grade levels. ¨ Progress is communicated with all stakeholders. ¨ School staff members actively participate in analyzing data (student, classroom, grade-level, and implementation) at schoolwide meetings and discuss progress toward reaching goals, and utilize parent committees in this proves.

Total Goals, Objectives and Priorities Score: /10

Percent of Goals, Objectives and Priorities Implementation

II. Assessment – Instruments and procedures for assessing reading achievement are clearly specified, measure essential skills, provide reliable and valid information about student performance, and inform instruction in important, meaningful, and maintainable ways.		
SCORES	EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	1. (x2) A schoolwide assessment system and database are established and maintained for documenting student performance and monitoring progress.	All teachers understand what a schoolwide assessment system is and what the teacher's role is in the system.
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	2. Measures assess student performance on prioritized goals and objectives	Valid and reliable assessments are linked to district goals and objectives. Teachers know and understand grade-level assessments, goals, and objectives. Parents feedback and input are included in this process.
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	3. Measures are technically adequate (i.e., have high reliability and validity) as documented by research.	Leadership teams have selected and use valid and reliable assessments (screening, progress monitoring, diagnostic, and outcome) assessments that are correctly administered, recorded accurately and administered on a schedule. Teachers administer valid and reliable measures to guide instructional decision-making.

2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	4. All users receive training and follow up on measurement administration, scoring, and data interpretation.	Prior to the start of each school year, a training plan is established that includes initial and refresher assessment trainings for all assessment users through the year and prior to each benchmarking period. Steps are in place to ensure that assessments are correctly administered, recorded accurately and administered on schedule. ¨ Retooling sessions are provided before each benchmarking assessment period. ¨ All assessment users participate in initial and refresher assessment trainings.
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	5. At the beginning of the year, screening measures identify students' level of performance and are used to determine instructional needs.	Screening assessments are administered during the first days of the school year and provide needed information to begin appropriate instruction early in the school year. ¨ Teachers administer and/or review screening data in the first few days of school and determine instructional needs and groups.
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	6. Progress monitoring measures are administered formatively throughout the year to document and monitor student reading performance (i.e., quarterly for all students; every 4 weeks for students at risk).	A progress monitoring schedule is established prior to the start of the school year that articulates when, and by whom, progress monitoring will occur for each level of support (Tier I, II, and III). ¨ School staff members administer progress monitoring measures and parent literacy workshops as articulated by the assessment schedule and literacy plan. ¨Supplemental, and intervention reading programs through the library and media center are administered regularly and accurately to assess what is taught.

2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	7. (x2) Student performance data are analyzed and summarized in meaningful formats and routinely used by grade-level teams to evaluate and adjust instruction.	Leadership reviews performance data (a minimum of three times/year following benchmarking periods) to determine the effectiveness of instruction for individual students, classes, and for the school as a whole. ¨ Resources are allocated and adjustments are made based on data. School staff members participate in data meetings and analyze performance data to determine the effectiveness of instruction for individuals and groups of students. Instruction and grouping adjustments are made based on data.
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	8. The building has a "resident" expert or experts to maintain the assessment system and ensure measures are collected reliably, data are scored and entered accurately, and feedback is provided in a timely fashion.	Leadership identifies an assessment coordinator(s), a library media specialist, parent literacy council. These individuals will plan and organize initial and refresher trainings for all users; conducts observations to ensure assessments are administered and scored accurately; and coordinates data entry. Leadership team that evaluates the plan will provide feedback following implementation observations in a timely manner.

Total Assessment Score: **/16**

III. Instructional Programs and Materials - The instructional programs and materials have documented efficacy, are drawn from research-based findings and practices, align with state standards and benchmarks, and support the full range of learners.

SCORES	EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE

2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	1. The Tier I (core), Tier II (supplemental) and Tier III (intensive) instructional materials align with and support scientifically-based practices, national and state standards, and provide sufficient instruction in essential elements to allow the majority of students to reach learning goals.	Instructional plans are developed at each grade level to outline what programs are being used where and by whom for which periods of time. The plans are distributed to all individuals responsible for reading instruction, including parents and family of students. Library resources and parents workshops utilize the Tier I (core), Tier II (supplemental) and Tier III (intervention) instructional materials are directly aligned with the Common Core State Standards. Library resources and parents workshops utilize the Tier I (core), Tier II (supplemental) and Tier III (intensive) instructional materials offered through the school Title 1 plan and school media center that provide robust explicit and systematic instruction on the essential elements (e.g., phonemic awareness, phonics, vocabulary, etc.). ¨ Teachers/Parents use the supplemental materials associated with the core (Tier i) reading program to preteach or reteach, when necessary. ¨ Teachers/Parents provide additional opportunities for students to read text at their instructional level (i.e., texts students can read at 95% accuracy).
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	2. (x3) A Tier I comprehensive or core reading program with documented research-based efficacy is adopted for use school wide.	A comprehensive or core reading program with documented researched-based efficacy is used for Tier I instruction schoolwide, this included home-based literacy instruction and extended learning programs. ¨ Classroom Teachers, parents and volunteers are using comprehensive or core reading programs to plan and teach classroom literacy instruction

2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	3. (x2) The Tier I instructional program and materials provide explicit and systematic instruction on critical reading priorities (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension).	Classroom teachers use the Tier I core reading program as the primary instructional tool for teaching reading. ¨ All necessary teacher and student materials for the Tier I core program are available and used in each classroom (i.e., sound-spelling cards, student anthology texts, decodable texts). ¨ Classroom teachers incorporate general features of strong instruction (e.g., models, explicit language, multiple opportunities for students to respond, etc.) into their daily lessons. ¨ Grade level teams have worked together to systematically enhance the Tier I core reading program as necessary (i.e., make instruction more systematic and explicit) or are using specific lesson maps. ¨ Leadership has allocated time for grade-level teams to work together to focus on building knowledge on the big ideas of reading instruction.
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	4. (x3) Tier I core program materials are implemented with a high level of fidelity.	Tier I core program materials are implemented with fidelity. ¨ Robust professional literacy development training have been provided to all classroom teachers, and parent to ensure instruction is delivered by trained personnel at home and at school. Parent Literacy workshops are being conducted with sufficient intensity(e.g., time, group size, pacing). Parents are assigned a reasonable number of curricula to conduct home-based literacy instruction.
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	5. Literacy and Media Center supplemental reading program with documented research-based efficacy is adopted for use school wide.	A Library Media Center with documented researched based efficacy is designed to support Tier II instruction at each grade level. School staff members and the school Parent literacy council are using supplemental reading programs to plan

		and teach students who are slightly below grade level.
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	6. (x2) The Tier II instructional program and materials provide explicit and systematic instruction on critical reading priorities (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension).	Parent Literacy Workshops members use a Tier II supplemental reading program as the primary instructional tool for teaching students who are below-level in reading performance. ¨ All necessary teacher and parent materials for the Tier II supplemental program are available and used in each instructional setting (i.e., soundspelling cards, student texts, decodable texts, manipulatives). Parent Literacy Workshop incorporate general features of strong instruction (e.g., models, explicit language, multiple opportunities for students to respond, etc.) into their daily Tier II lessons. ¨ Grade level teams have worked together to systematically enhance the Tier II supplemental reading program as necessary (i.e., make instruction more systematic and explicit) or are using specific lesson maps. ¨ Leadership has allocated time for school staff, parents, and community stakeholders to work together to focus on building knowledge on the big ideas of reading instruction.
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	7. School Communication Plan is being implemented with a high level of fidelity.	The school communication plan is implemented with fidelity or efforts to improve fidelity are working. Communication to support stakeholders are delivered on a basis consistent with plan.

		School Leadership and plan evaluators are using parent and stakeholder feedback to improve literacy instructional practices.
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	8. A Tier III intervention reading program with documented research-based efficacy is adopted for use school wide.	A Tier III intervention program with documented researched-based efficacy is used for Tier III instruction at each grade level. Program Evaluators and School Leadership Teams are using intervention reading programs to plan and teach students who are significantly below grade level.
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	9. The Tier III instructional programs and materials provide explicit and systematic instruction on critical reading priorities (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension).	Literacy Training Workshops use a Tier III intervention reading program as the primary instructional tool for teaching students who are significantly below grade level in reading performance. ¨ All necessary teacher and student materials for the Tier III intervention programs are available and used in each instructional setting (i.e., soundspelling cards, student texts, decodable texts, manipulatives). ¨ School staff members incorporate general features of strong instruction (e.g., models, explicit language, multiple opportunities for students to respond, etc.) into their daily Tier III lessons. Grade level teams have worked together to systematically enhance the Tier III intervention reading program as necessary (i.e., make instruction more systematic and explicit) or are using specific lesson maps. ¨ Leadership has allocated time for grade-level teams to work together to focus on building knowledge on the big ideas of reading instruction

| 2 = Fully in Place
1 = Partially in Place
0 = Not in Place
Item Score: | 10. (x3) Tier III intervention program materials are implemented with a high level of fidelity. | The Tier III intervention program is implemented with fidelity or efforts to improve fidelity are working.
¨ Programs are delivered by trained personnel.
¨ Staff members are teaching with sufficient intensity(e.g., time, group size, pacing).
¨ Staff members are assigned a reasonable number of curricula to prepare and teach. |

Total Instructional Programs and Materials Score: **/20**
Instructional Programs and Materials Implementation

IV. Administration, Organization, and Communication - Strong instructional leadership maintains a focus on high quality instruction, organizes and allocates resources to support reading, and establishes mechanisms to communicate reading progress and practices.		
SCORES	EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
2 = Fully in Place 1 = Partially in Place 0= Not in Place Item Score:	1.Administrators or the leadership team are knowledgeable of state standards, priority reading skills and strategies, assessment measures and practices, and instructional programs and materials.	Administrators are a knowledgeable and active participants in literacy professional development sessions. ¨ Administrators actively participant in professional development on grade-level standards, priority reading skills and strategies, assessment measures and practices, and instructional programs and materials. ¨ Administrators shadow the literacy coach and/or other literacy experts to build their knowledge base.
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	2. Administrators or the leadership team work with staff to create a coherent plan for reading instruction and implement practices to attain school reading goals.	Administrators provide a master schedule that protects a minimum of 90-minute uninterrupted reading instruction blocks for Tier I instruction and additional 30 minutes of small group instruction for Tier II and Tier III instruction. ¨ Administrators assign staff in a way such that reading instruction can be delivered to the full range of students each day.

		¨ Administrators ensure after school programs are coordinated with other school programs. ¨ Administrators attend and participate in staff data team meetings.
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	3. Administrators or the leadership team maximize and protect instructional time and organize resources and personnel to support reading instruction, practice, and assessment.	Administrators monitor implementation through frequent implementation data collection in all K-3 classrooms during the reading block and additional reading instruction time (e.g., intervention, after-school tutoring). ¨ Administrators ensure that strong, experienced, and well qualified teachers are teaching the lowest performing students. ¨ Administrators ensure that all teachers have the necessary training and materials to fully implement all components of reading instruction. ¨ Administrators take steps to have more substitutes available who are trained to teach the reading programs. ¨ Administrators work to maximize reading time over the course of the school year (e.g., schedule pictures and fire drills outside of reading block) and minimize interruptions during literacy instruction. ¨ Administrators use school resources in a way that provides necessary staffing for the school-wide model (e.g., using some funds to hire paraprofessionals).
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	4. Grade-level teams are established and supported to analyze reading performance and plan instruction.	Administrators ensure benchmark and progress monitoring data are collected and entered into the data management system in a timely manner. ¨ Administrators attend and participate in at least one grade level meeting per month. Attendance should be determined by the grade level with the greatest number of students not meeting the benchmark goals.

		¨ Administrators review benchmark student performance data and implementation data. ¨ Administrators provide implementation data collection feedback to individual teachers and grade levels, highlighting successes, and providing explicit actions for areas that need improvement.
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	5. Concurrent instruction (e.g., Title, special education) is coordinated with and complementary to general education reading instruction.	¨ Sped, Title, and ELL instruction is complimentary to general education by: a. providing instruction using intensive intervention program(s); b. preteaching and/or reteaching components from Tier I, Tier II or Tier III programs; and/or c. double dosing students in the intervention program. ¨ Sped, Title, and ELL staff are a part of the schoolwide reading model and their participation is included in the grade level collaborative learning meetings and instructional planning. ¨ There is a process in place for Sped, Title, and ELL staff to regularly communicate with grade level teachers.
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	6. A communication plan for reporting and sharing student performance with teachers, parents, and school, district, and state administrators is in place.	Administrators meet regularly with the reading coach and/or school literacy experts to discuss successes and issues with the school literacy instruction. ¨ The District Leadership Team will meet following each benchmarking period to analyze data and highlight strengths and weaknesses. ¨ The District Leadership Team provides regular updates on reading progress to the school board. ¨ The report card includes specific information regarding student progress toward attaining reading benchmarks. This progress is discussed at parent/teacher conferences.

Total Administration, Organization and Communication Score: /12

Percent of Administration, Organization and Communication Implementation:

V. Professional Development - Adequate and ongoing professional development is determined and available to support reading instruction.

SCORES	EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	1. Teachers and instructional staff have thorough understanding and working knowledge of grade-level instructional/reading priorities and effective practices.	A district/school professional development plan that includes the ongoing planning, delivery and evaluation of staff development throughout the school year for ALL staff (teachers, specialists, and paraprofessionals) and focuses on instructional/reading priorities and effective practices is established and shared with staff members at the start of the school year. ¨ Within the first weeks of school all teachers and specialists complete the Teacher Needs Survey (K-3 teacher, including Title, SPED, and ELL). Results are used to identify and target individual and group professional development needs
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	2. Ongoing professional development is established to support teachers and instructional staff in assessment and instruction based on staff and student needs.	¨ Professional development is provided on assessment (i.e., administration and analysis, decision-making) implementation of the Tier I, Tier II, and Tier III reading programs, general features of effective instruction, and behavior and classroom management . ¨ Ongoing professional development includes the principal, coach, paraprofessionals, special

		education staff, other specialists and K-3 classroom teachers. ¨ More experienced presenters are brought in to provide additional quality in-service on the use of the Tier I, Tier II and Tier III reading programs, general features of effective instruction, as well as behavior and classroom management.
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	3. Time is systematically allocated for educators to analyze, plan, and refine instruction.	In-class coaching support (i.e., modeling lessons) is provided to reading staff on program implementation and for staff who need assistance with behavior and classroom management issues. ¨ Regular in-service sessions are developed to improve instructional implementation. Topics are identified by the teacher survey and implementation data collected. ¨ Teachers have opportunities to observe model lessons from peers within their school or from other schools. ¨ New teachers are provided ALL necessary training around the school-wide model and instructional programs.
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	4. Professional development offerings are explicitly linked to practices and programs that have been shown to be effective through documented research and to school's literacy goals.	Frequent and regular grade-level team meetings are conducted throughout the year. Meetings include analyzing and summarizing assessment data, evaluating and modifying instructional supports, on-going professional development, problem solving at the systems and student levels, and evaluation and reflection of new strategies and program implementation.

		School Leadership Team members meet regularly to monitor progress of the K-3 instructional plan, evaluate the school's Action Plan progress, problem solve at the systems level, summarize and analyze school-wide data, and make appropriate adjustments for each grade level. ¨ Key staff (e.g. special education, ELL, Title, Principals) are included in the grade-level team meetings.
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	4. Professional development offerings are explicitly linked to practices and programs that have been shown to be effective through documented research and to school's literacy goals.	Professional development opportunities are provided on practices and programs that have been shown to be effective through documented research.

- **Total Professional Development Score:**
  /10 Percent of Professional Development Implementation

Score

Score: The total possible value is 68 points. The individual scores for each element can be used to evaluate areas of strengths and areas needing improvement. The total score can be used to evaluate the overall quality of the school's reading program.

Percent: The percent score for each element allows you to determine the percentage of items the school is implementing within that element. The percentages can be used to evaluate the respective quality of implementation.

Element	Score	Percent
I. Goals, Objectives, and Priorities	/10	%

II. Assessment	/16	%
III. Instructional Practices and Materials	/20	%
VI. Administration, Organization, and Communication	/12	%
VII. Professional Development	/10	%
Total Score		%

B. School Wide Survey

School Wide Literacy Survey

1. Collaborative Leadership and School Capacity

1. What is the school-wide emphasis on Literacy Development and Student Reading Achievement?				
Indicators		**Score of 5**	**Score of 3**	**Score of 1**
1. The administrator's role in improving the school's literacy opportunities is clearly evident.				
2. School leaders encourage collegial decision making.				
3. School leaders support integration of literacy instruction across the content areas.				
4. School leaders and staff members believe the teaching of reading is their responsibility.				
5. Adequate fiscal resources are provided to support the literacy improvement plan.				

6. Data-driven decision making guides literacy improvement planning.			
7. Scheduling structures are in place to support identified literacy needs of all students.			
8. Scheduling structures are in place to support literacy professional development.			
9. The school improvement plan includes literacy as a major goal for improvement.			

Schoolwide Literacy Survey Rubric

1. Collaborative Leadership and School Capacity

Based on the assigned scores from the above table, determine your school-wide

emphasis on literacy.

Score of 45-35	Score of 34-25	Score of 24-9
There is a school-wide emphasis on literacy.	**There is partial emphasis on school-wide literacy.**	**There is a lack of emphasis on school-wide literacy.**

There is a school-wide emphasis on literacy and the school improvement plan includes literacy as a major goal with fiscal resources provided. The administrator's role in improving literacy is clearly evident by scheduling common planning time for teachers to analyze data for improving literacy. Administrators and staff exhibit a high level of commitment to the teaching of reading and writing across the content areas. Scheduling structures are in place to support tiered literacy instruction and individual literacy professional development.	There is some support for literacy by administrators and staff as evidenced with a goal of literacy improvement. The administrator is somewhat effective in improving literacy by scheduling a planning time for teachers and teachers review data from state tests only. Staff sometimes uses literacy strategies in the content classroom. Scheduling structures are somewhat modified to meet tiered literacy instruction. Some school-wide professional development on literacy is provided for the staff.	There is a lack of focus on school-wide literacy with no goal or fiscal resources for literacy improvement. The administrator is ineffective in improving the school's literacy environment as evidenced by no support for collegial decision making, no data-driven decisions being made and no extra time allotted for literacy. The school leaders and staff believe that the teaching of reading is the English teacher's responsibility. Literacy professional development is not embedded or on going.

Schoolwide Literacy Survey

2. Content Area Classes

Determine your school's emphasis on literacy and language in all content area classes

by giving a score for each indicator below.

2. Do all courses throughout a student's day capitalize on the student's literacy and language as a way to learn new information?			
Indicators	**Score of 5** **Every teacher participates.**	**Score of 3** **Over half of the teachers participate.**	**Score of 1** **Less than half of the teachers participate.**

1. Teachers attend professional development sessions to learn reading instructional strategies for their respective content areas.			
2. Administrators encourage teacher participation by all curriculum areas in professional development regarding reading in the content areas and content literacy.			
3. Teachers understand and routinely use instructional reading strategies in their daily lesson plans.			
4. Teachers front-load new vocabulary.			
5. Teachers provide frequent and appropriate instruction to inform students as to how they can best use the textbook clues.			
6. Teachers provide instructional strategies for effective student reading of outside sources such as Internet sites, journal and media sources, and reference books.			
7. Teachers provide appropriate assessment for learning/reading.			
8. Teachers provide timely feedback to students regarding reading progress.			
9. Teachers instruct students how to use their assessment results to inform and improve their reading and literacy skills in all content areas.			
10. Teachers regularly assign reading from sources other than the textbook.			

11. It is evident in classrooms that reading in content areas is a school-wide goal.			
12. It is evident that students understand and use their content area reading strategies.			

Schoolwide Literacy Survey

2. Content Area Classes

Consider all courses throughout a student's day. Does the entire staff capitalize on the student's literacy and language skills as a way to learn new information? Based on the assigned score from the above table, determine the content literacy of your school.

Score of 55-41 **Your school is a content area literacy school.**	Score of 40-24 **Your school is becoming a content area literacy school.**	Score of 25-11 **Your school needs help becoming a content area literacy school.**
Teachers in every department (100%) emphasize content reading as part of the school-wide emphasis on literacy. Administrators support professional development in content reading for all teachers. All teachers attend professional development for content area reading. All teachers exhibit and practice content reading strategies. All teachers assess student reading achievement in	Teachers in over half of all classrooms emphasize content reading as part of the school-wide emphasis on literacy. Administrators support some professional development in content reading for teachers in the core curriculum areas. Core curriculum teachers attend some professional development for content area reading, depending on other issues that faculty and administration are emphasizing. Many of the teachers (at least half) assess student reading	A few teachers (less than half) emphasize content reading as part of the school-wide emphasis on literacy. Administrators do not often support most professional development in content reading for teachers in the core curriculum areas. Administrators never support non-core curriculum teacher professional development in content area reading. Core curriculum teachers seldom attend professional development for content area reading. Other

content areas. All teachers provide timely feedback to students to inform their progress toward higher achievement in content literacy. There is evidence that teachers are delivering content literacy strategies daily. There is tangible evidence that students are learning content literacy strategies. Student progress is reinforced daily. Students understand how to use their assessment results for learning to improve their skills in every content area.	achievement on a regular basis in their content areas. Over half of the teachers provide timely feedback to students and inform their progress toward higher achievement in content literacy. There is some tangible evidence that teachers are teaching content literacy strategies. There is evidence that some students are making progress with content literacy. Evidence is unclear as to how often teachers are using the student assessment to improve learning. Students do not fully understand how to use their assessment results for learning to improve their skill in every content area.	issues that faculty and administration are emphasizing generally take precedence. Some teachers (less than half) assess student reading achievement on a regular basis in their content areas. Less than half of the teachers provide timely feedback to students and inform their progress toward higher achievement in content literacy. There is little tangible evidence that teachers are teaching content literacy strategies. There is little evidence that some students are making progress with content literacy. Teachers do not correctly use the student assessment to inform and improve learning. Students do not understand that their assessment results are to help them improve their reading and literacy skills in every content area.

Schoolwide Literacy Survey

3. Intervention and Support for Student Readers

Determine your school's emphasis on intervention initiatives that cause students to

read more and to read better by giving a score for each indicator below.

3. How do the intervention initiatives cause students to read more and to read better?

Indicators	Score of 5	Score of 3	Score of 1
1. Administrators and teachers develop individual literacy plans to meet literacy instructional needs of adolescent readers.			
2. Intervention is highly prescriptive toward improving identified literacy deficits of individuals.			
3. Intervention instruction is driven by useful and relevant assessments (formative and summative).			
4. Ample and strategic tutoring sessions are available to support improved student literacy.			
5. The most highly skilled teachers work with the struggling/striving readers.			
6. The School Literacy Improvement Plan supports strategies ranging from intervention for struggling readers to expanding the reading power of all students.			

Schoolwide Literacy Survey Rubric

3. Intervention and Support for Adolescent Readers

Based on the assigned scores from the above table, determine your school's emphasis on interventions and support for adolescent readers.

Score of 30-23 **Your school fully implements intervention and support for adolescent readers.**	Score of 22-14 **Your school partially implements intervention and support for adolescent readers.**	Score of 13-6 **Your school needs assistance to implement intervention and support for adolescent readers.**
Administrators and teachers develop assessments that are ongoing and are used to tailor individual instruction in reading and writing. Formative assessments are specifically designed to inform instruction on a frequent basis. Summative assessments go beyond state assessments and are designed to demonstrate progress specific to school and program goals. The school allows for flexibility in time and reading teachers/ coaches to support strategic tutoring and the struggling readers. The school literacy plan is successful in engaging all students in literacy for learning.	Administrators and teachers develop uniform assessments for placement, program entry and program exit. Formative assessments are given but generally do not drive instruction. The school uses the state assessment as a means of continuous progress monitoring of students or programs. Tutoring programs are somewhat effective and the available teachers are delivering literacy strategies to the struggling students. The school literacy plan has some additional support for the advanced students to the struggling readers.	Administrators and teachers develop assessments where all students start at the same point and move through interventions regardless of their individual performance. Formative assessments are given infrequently and are not designed to inform instruction. The school rarely uses ongoing summative assessment of students and program goals. Struggling readers rarely have opportunities for strategic tutoring or extra time devoted to literacy strategies taught by highly qualified reading teachers. The school literacy plan is only for the struggling readers.

Schoolwide Literacy Survey

4. Professional Development to Support Literacy

Determine your school's emphasis on providing professional development to support literacy by giving a score for each indicator below.

4. How does the professional development support all students in reading and writing?				
		Score of 5	**Score of 3**	**Score of 1**
1. The literacy leadership team assesses and plans literacy professional development.				
2. Professional development plans are based on identified student literacy needs.				
3. Reflective teaching and self-assessment of instructional practices provide direction as to ongoing literacy professional planning (individual and school).				
4. Content-area teachers receive professional development to learn literacy strategies.				
5. Teachers with literacy expertise and experience serve as models and mentors to less experienced colleagues.				
6. Teachers participate in shared-teaching sessions to learn and refine literacy strategies.				
7. Content-area teachers receive ongoing, job-embedded				

professional development to learn instructional/literacy strategies.				
8. Data from informal *Literacy Walks* provide areas of focus for literacy professional development.				

Schoolwide Literacy Survey Rubric
Professional Development to Support Literacy

Based on the assigned scores from the above table, determine your school's emphasis on professional development to support   literacy.

Score of 40-30 **Your school effectively implements ongoing professional development to support literacy.**	Score of 31-20 **Your school partially implements ongoing professional development to support literacy.**	Score of 19-8 **Your school needs assistance in developing action steps for ongoing professional development to support literacy.**
The literacy leadership team plans and assesses effective professional development for the entire faculty on literacy. Professional development opportunities are differentiated and job embedded, focus on identified student literacy needs and respect the teacher as a professional. Teachers are provided with opportunities to observe and give feedback to one another. Reading	The literacy leadership team meets infrequently and has little authority in the professional development for faculty on literacy. Professional development opportunities focus on literacy but are mandated and common for all teachers. The opportunity for teachers to observe and give feedback to one	The leadership team rarely or never meets to plan and assess professional development. Professional development centers on learning about programs or textbooks. The opportunity for teachers to observe and give feedback to one another is rare. There are little or no conversations about learning and teaching literacy. Teachers operate as independent entities with little or no communication with reading experts. Some teachers are observed (informal

teachers/coaches serve as models and mentors for all the teachers. Teachers are regularly observed (informal *Literacy Walks*) which provides area(s) of focus for literacy professional development.	another is unplanned and infrequent. Reading teachers/coaches give minimal assistance to content area teachers. Teachers are sometimes observed (informal *Literacy Walks*) with occasional feedback that lacks clarity as to the focus of his or her literacy professional development.	*Literacy Walks*) but rarely receive feedback for focus on literacy professional development.

C. Parent-School Communication Survey

Parent School Communication

- **Question Title**
- ***1. My Child is in grade (check all that apply for this school)**
- ☐ Pre-K
- ☐ Kindergarten
- ☐ 1st
- ☐ 2nd
- ☐ 3rd
- ☐ 4th
- ☐ 5th
- When answering questions, please mark only one: Agree, Agree Sometimes, Disagree, or Do Not Know
- **Question Title**
- **2. Choose the answer that best describes your feelings**

	Agree	Disagree	Do Not Know
Teachers and other school staff communicate effectively with me as a parent	○ Teachers and other school staff communicate effectively with me as a parent Agree	○ Teachers and other school staff communicate effectively with me as a parent Disagree	○ Teachers and other school staff communicate effectively with me as a parent Do Not Know
The school staff actively encourages	○ The school staff actively encourages parent engagement. Agree	○ The school staff actively encourages parent engagement. Disagree	○ The school staff actively encourages

	Agree	Disagree	Do Not Know
parent engagement.			parent engagement. Do Not Know
This school has a Parent Resource Center for parents to use and obtain resources.	○ This school has a Parent Resource Center for parents to use and obtain resources. Agree	○ This school has a Parent Resource Center for parents to use and obtain resources. Disagree	○ This school has a Parent Resource Center for parents to use and obtain resources. Do Not Know
Faculty and staff have high expectations for all students and make no excuses for poor performance.	○ Faculty and staff have high expectations for all students and make no excuses for poor performance. Agree	○ Faculty and staff have high expectations for all students and make no excuses for poor performance. Disagree	○ Faculty and staff have high expectations for all students and make no excuses for poor performance. Do Not Know
I feel welcome at this school.	○ I feel welcome at this school. Agree	○ I feel welcome at this school. Disagree	○ I feel welcome at this school. Do Not Know
Parent-teacher conferences are scheduled during the school year, and I can request a conference at	○ Parent-teacher conferences are scheduled during the school year, and I can request a conference at other times if I have the need. Agree	○ Parent-teacher conferences are scheduled during the school year, and I can request a conference at other times if I have the need. Disagree	○ Parent-teacher conferences are scheduled during the school year, and I can request a

	Agree	Disagree	Do Not Know
other times if I have the need.			conference at other times if I have the need. Do Not Know
Communication between the school and parents and community members is consistently regular, two-way and meaningful.	○ Communication between the school and parents and community members is consistently regular, two-way and meaningful. Agree	○ Communication between the school and parents and community members is consistently regular, two-way and meaningful. Disagree	○ Communication between the school and parents and community members is consistently regular, two-way and meaningful. Do Not Know
I receive sufficient information about meetings, activities and opportunities for participation at this school.	○ I receive sufficient information about meetings, activities and opportunities for participation at this school. Agree	○ I receive sufficient information about meetings, activities and opportunities for participation at this school. Disagree	○ I receive sufficient information about meetings, activities and opportunities for participation at this school. Do Not Know
The school's performance goals and student achievement targets are	○ The school's performance goals and student achievement targets are communicated to all parents. Agree	○ The school's performance goals and student achievement targets are communicated to all parents. Disagree	○ The school's performance goals and student achievement

	Agree	Disagree	Do Not Know
communicated to all parents.			targets are communicated to all parents. Do Not Know
The academic standards that students are expected to meet are clear in each of my child's subjects.	○ The academic standards that students are expected to meet are clear in each of my child's subjects. Agree	○ The academic standards that students are expected to meet are clear in each of my child's subjects. Disagree	○ The academic standards that students are expected to meet are clear in each of my child's subjects. Do Not Know
My child's teacher uses several methods & strategies to determine whether my child is meeting grade level standards.	○ My child's teacher uses several methods & strategies to determine whether my child is meeting grade level standards. Agree	○ My child's teacher uses several methods & strategies to determine whether my child is meeting grade level standards. Disagree	○ My child's teacher uses several methods & strategies to determine whether my child is meeting grade level standards. Do Not Know
I feel that I am a full partner in the education of my child and have input into the decisions that affect my child.	○ I feel that I am a full partner in the education of my child and have input into the decisions that affect my child. Agree	○ I feel that I am a full partner in the education of my child and have input into the decisions that affect my child. Disagree	○ I feel that I am a full partner in the education of my child and have input into the decisions that affect my

	Agree	Disagree	Do Not Know
			child. Do Not Know
Students participate in activities that help them solve problems and make decisions.	○ Students participate in activities that help them solve problems and make decisions. Agree	○ Students participate in activities that help them solve problems and make decisions. Disagree	○ Students participate in activities that help them solve problems and make decisions. Do Not Know
My child knows what is expected of him or her in terms of behaviors in school.	○ My child knows what is expected of him or her in terms of behaviors in school. Agree	○ My child knows what is expected of him or her in terms of behaviors in school. Disagree	○ My child knows what is expected of him or her in terms of behaviors in school. Do Not Know
My child's teacher is qualified to teach the subjects that he or she teaches.	○ My child's teacher is qualified to teach the subjects that he or she teaches. Agree	○ My child's teacher is qualified to teach the subjects that he or she teaches. Disagree	○ My child's teacher is qualified to teach the subjects that he or she teaches. Do Not Know
Adults at this school show that they care about all students.	○ Adults at this school show that they care about all students. Agree	○ Adults at this school show that they care about all students. Disagree	○ Adults at this school show that they care about all students. Do Not Know

	Agree	Disagree	Do Not Know
School staff receives continuous professional development to understand how to teach all students.	⊙ School staff receives continuous professional development to understand how to teach all students. Agree	⊙ School staff receives continuous professional development to understand how to teach all students. Disagree	⊙ School staff receives continuous professional development to understand how to teach all students. Do Not Know
This school has an effective safety plan in place and practices implementation throughout the year. Students are safe in this school.	⊙ This school has an effective safety plan in place and practices implementation throughout the year. Students are safe in this school. Agree	⊙ This school has an effective safety plan in place and practices implementation throughout the year. Students are safe in this school. Disagree	⊙ This school has an effective safety plan in place and practices implementation throughout the year. Students are safe in this school. Do Not Know
The faculty, staff and administration foster a safe and secure environment for students. Staff is friendly and supportive of students.	⊙ The faculty, staff and administration foster a safe and secure environment for students. Staff is friendly and supportive of students. Agree	⊙ The faculty, staff and administration foster a safe and secure environment for students. Staff is friendly and supportive of students. Disagree	⊙ The faculty, staff and administration foster a safe and secure environment for students. Staff is friendly and supportive of students. Do Not Know

- **Question Title**

- **3. Please help us provide parents with meaningful parent engagement opportunities by answering the following questions;**

	Yes	No	I Don't Know
Is the current monthly parental engagement newsletter beneficial to you?	○ Is the current monthly parental engagement newsletter beneficial to you? Yes	○ Is the current monthly parental engagement newsletter beneficial to you? No	○ Is the current monthly parental engagement newsletter beneficial to you? I Don't Know
Does your family have internet access in your home? If not, where do you go to receive internet access? (Smart phones do count as internet access).	○ Does your family have internet access in your home? If not, where do you go to receive internet access? (Smart phones do count as internet access). Yes	○ Does your family have internet access in your home? If not, where do you go to receive internet access? (Smart phones do count as internet access). No	○ Does your family have internet access in your home? If not, where do you go to receive internet access? (Smart phones do count as internet access). I Don't Know

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-

Recommendation 3: Learning Opportunities Beyond the Classroom

Planning to Plan

Evaluation

Current Snapshot

Action Planning

Gathering Data

Goals & Objectives

Role Selection

Vision & Mission Statements

Reading Support for Students Beyond the School Year

Embedded literacy interventions can take many forms, including one-to-one tutoring. Evidence suggests that one-to-one tutoring can have large and significant impacts on reading performance (Nielen & Bus, 2015). Literacy interventions embedded into after school literacy programs such as integrated tutoring and book distribution programs, can promote literacy among children from low-income families (McDaniel, McLeod, Carter, & Robinson, 2017). The following outlines a structure to create a summer reading program.

Recruiting Staff for Summer Reading Programs & After School Tutoring

Step 1: Recruit and select program staff.

- Program Director

- Program Administrator

- Facilitators

- Teacher-Researchers

- Administrative/Support staff

- Parent Liaison

Step 2: Establish target population, select teachers, and involve parents early.

- Determine achievement level to serve.

- Choose teachers to participate

- Involve parents and student attendance

Step 3: Create an action plan for instruction.

- Choose an approach to core reading instruction.

- Choose interventions and assessments.

- Determine the program duration (Recommended length is four to eight weeks).

- Determine site location and program hours.

- Identify likely barriers to attendance and retention.

- Set realistic and rigorous program and achievement milestones.

- Appoint responsible persons to each major program activity

Step 4: Establish policies, procedures, and responsibilities.

- Decide which stakeholders need to approve program components (e.g., materials, activities, implementation plan).

- Establish daily schedules and routines.

Step 5: Create program documents and resources.

- Create forms needed to record summer learning implementation and important information (e.g., parent-student commitment pledges, sign-in sheets, and photo release forms)

- Establish a library of materials and resources to assist teacher researchers.

- Establish literacy centers to expose children to various forms of print.

Step 6: Schedule activities to support participating teachers.

- Take inventory of needed materials and supplies.

- Plan professional development activities.

Step 7: Develop a communication strategy.

- Determine best modes of communication with stakeholders, program team members, and parents.

Step 8: Involve parents to get students "in the door."

- Communicate with parents early and often.

- Identify parent leaders and identify parent leaders and foster family and social networks.

Step 9: Train participating teachers.

- Establish shared goal toward reading proficiency and quality instruction.

- Conduct orientation.

Step 10: Implement and evaluate the program.

- Collect student, teacher, and parent outcome data.

- Collect testimonials, success stories, and feedback.

Recommendation 4: Access to Reading and Literacy Resources

Planning to Plan

Evaluation

Current Snapshot

Action Planning

Gathering Data

Goals & Objectives

Role Selection

Vision & Mission Statements

School Library Program Mission Statement

As with all aspects of the educational process the school library media center plays a role in the empowering of the school's curriculum. The program should be carefully crafted to follow the philosophy and dictums of the school curriculum, particularly as we move toward inquiry-based and resource-based learning environments. Carefully selected collections of resources, both in the school and accessed from external sources, support the classroom instructional activities in ways heretofore impossible. The library media center program provides a degree of equity around access to technology, and as such, seeks to direct and organize both the effective and efficient use of the information. Fostering a broad exploration into the expanding universe of information stimulates the development of a life-long intellectual curiosity.

The goal of this proposed school library program is to:

- Provides all members of the learning community access to a supportive, welcoming and learner-centered environment.

- Work in collaboration with teachers, administrators, support staff and parents to provide learning experiences that promote student achievement.

- Foster the development of reading, writing, speaking and listening skills and provides experiences that expand and reinforce classroom reading instruction.

- Promotes life-long learning through information literacy instruction that is integrated with classroom content

- Promote critical thinking, engagement with information in all of its forms and the use of technology to enhance learning.

- Contain rich and abundant collections of materials in many formats both print and electronic to meet the teaching and learning needs of the school curriculum and reflect diversity and intellectual freedom principles.

- Help foster connections with the larger learning community to provide students with access to learning resources and activities beyond the school walls.

- Clearly communicate library program plans, needs and accomplishments to stakeholders on a regular basis.

Step 1: Creating a Library Committee

In every school several potential leaders may be tapped to assume the responsibility of preparing a school library media program plan. Who is designated depends on the organizational structure of the district, availability of time to effectively lead such a project, and the role that administration decides it should take in the plan's development.

Step 2: Creating A Mission Statement & Vision Statement

The mission statement is the heart of the strategic plan for the school library media center. As the mission will be determined once committee members are selected, these are some priorities that are grounded in the literature to drive mission development.

Priority	Core Values for Mission Statement Development
1	Provide Foundation of Skills and Knowledge for Enjoying & Using Ideas and Information

2	Empower the School's Curriculum
3	Teach Information Literacy Strategies and Techniques to Promote Efficient and Effective Use of Information
4	Support the Mission of the School
5	Foster a Love of Reading
6	Develop Life-Long Learners
7	Provide students with additional reading material and resources at home to support home-based literacy instruction.
8	Facilitate the Ever Changing Information Environment
9	Develop Diverse Collections in Many Formats to Meet Learning Styles of Students
10	Support Good Instruction
11	Provide a Sanctuary for Students Needing Attention, Help, Quiet, Involvement, Intellectual Stimulation, or "Something Different"
12	Provide Literature and Reading Guidance

Step 3: Establishing Goals and Objectives

Program Goal: To provide a collection of resources in a variety of formats that supports reading and literacy student achievement for elementary students.

Objectives:

- By September 2021, the science and technology collections will meet current state library media standards.

- By September 2021, all topics and concepts in the Curriculum Frameworks will have sufficient resources to meet 90% of the information requests of students.

Goal	Description	Timeline	Who is Responsible	Resources & Costs	Measure
1.1	Review the Science and Technology Frameworks	End of September	Library Media Specialist	Frameworks documents from state	Report of findings
1.2	Review existing holdings against Frameworks topics and concepts	September - October	Library Media Specialist	None	Report of findings
1.3	Solicit teacher input on selections	October - November	Library Media Specialist	None	Suggested list for ordering
1.4	Expand resources on topics and concepts identified as lacking depth	October - December	Library Media Specialist	Bibliographies of recommended titles	Develop and order list of recommended titles

Step 4: Outline of The Action Plan

This action plan action is a specific set of strategies or activities established to carry out an objective. It includes the specific tasks that will be completed in timelines, key events, who is responsible, and/or other measures. The action plan provides a step-by-step guide that measures the school library media center's progress towards goals.

Action Plan: School Library Program Development Goals

Goal	Action Steps	Responsibility	Budget	Complete By
1. Identify key Library professional staff, and stakeholders to support staffing.	During 20-21 school year, increase current half-time high school position to full time.	Superintendent, Principals, Board of Education	$63,000	August, 2021
2. Develop and adopt K-12 literacy curriculum	Fund summer curriculum team to develop curriculum	Librarian, Admin, Board Members	$3000	Fall, 2021
3. Increase integration of information literacy into content areas	Recommend areas for integration during curriculum adoption	Teacher librarian and teachers	0	Fall 2021
4. Align the curriculum with emphasis support reading instruction	Assess collection Weed date materials Develop replacement plan Begin adding materials	Teacher librarian	Annual library budget	Fall, 2021
5. Wireless access in the library	Add 5 wireless routers per year.	District; Board of Education	$14,000	Fall, 2021
6. Support professional development.	Identify areas of need Support attendance at two appropriate workshops or conferences.	Principal and superintendent	$250	Fall, 2021
7. Establish Library Committee.	Identify and invite teachers, parents, and community members.	Teacher librarian	-	Fall 2021
8. Collaborate with public librarian on at least one activity yearly.	Contact and meet with public librarian Decide upon activity, publicize and conduct	Teacher librarian and public librarian	$400	Spring 2022 and ongoing

Conclusion

Parents of students enrolled in this school have expressed feedback regarding their experiences providing home-based literacy instruction. These experiences include how they experience support provided by the school to implement literacy instruction and barriers that to implementation and opportunities for improved collaboration. It has been proven, through this qualitative case study that students directly benefit when parents and schools collaborate to provide improve literacy instructional practices within the home. If district administration adapts the implementation of this School Literacy Policy, this process stands to benefit the overall teaching and learning process of all students' grades K-5 and improve student reading achievement.

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Appendix B: Reliability and Variances Tests Per Item

Table 1

Reliability and Variance Tests Per Item

Item	ICC	SD
1	.856***	.679
2	.930***	.549
3	.917***	.931
4	.851***	.572
5	.123	.675
6	.341	1.318
7	.378	1.154
8	.567 **	1.046
9	.797***	1.112
10	.748***	.946
11	.882***	1.224
12	.646 **	1.150
13	.872***	1.137
14	.733***	.427
15	.300	1.032
16	.678***	1.099
17	.619**	.781
18	.688***	1.063
19	.832***	1.121
20	.533*	1.661
21	.677***	1.090
22	.744***	1.088
23	.780***	1.244
24	.684***	1.013

* - $p < .05$, ** - $p < .01$, *** - $p < .001$

Appendix C: PASS Items and their Correspondence to Epstein's Constructs

PASS Items and their Correspondence to Epstein's Constructs

Epstein construct	Item #	Items
1. Parenting	4.	I explain difficult ideas to my child when she/he doesn't understand.
	14.	There are many books in our house.
	16.	My child misses school several days each semester.
	19.	Reading books is a regular activity in our home.
2. Communicating	3.	If my child misbehaved at school, I would know about it soon afterward.
	6.	Talking with my child's principal makes me uncomfortable.
	7.	I always know how my child is doing academically in school.
	17.	Talking with my child's current teacher makes me uncomfortable.
3. Volunteering	1.	I feel comfortable visiting my child's school.
	12.	I have visited my child's classroom several times in the past year.
	15.	I attend activities at my child's school several times each semester (e.g. fun nights, performances, award nights).
	23.	I regularly volunteer at my child's school.
4. Learning at Home	2.	I display my child's schoolwork in our home (e.g., hang papers on the refrigerator).
	5.	I compliment my child for doing well in school.
	9.	I read to my child every day.
	18.	I don't understand the assignments my child brings home.
5. Decision-Making	8.	I am confused about my legal rights as a parent of a student.
	13.	I have made suggestions to my child's teachers about how to help my child learn.
	21.	I know the laws governing schools well.
	22.	I attend school board meetings regularly.
6. Collaborating w/ Community	10.	I talk with other parents frequently about educational issues.
	11.	My child attends community programs (e.g., YMCA, park/rec, community theatre) regularly.
	20.	If my child was having trouble in school I would not know how to get extra help for him/her.
	24.	I know about many programs for youth in my community.

Appendix D: Preliminary Interview Questions

Preliminary Interview Questions

RQ 1: How do parents report their experiences with literacy instruction currently

implemented in the home setting of third-grade students?

1.Semi Structured Question: **What ways do you support your child with home literacy and reading activities (within the home/and sent from the school) at home? (ie homework, practicing spelling words, reading story, writing prompts, mandatory reading software computer time)**

2. Semi Structured Question: **What types of literacy and reading activities do you most frequently provide support for at home?**

3. Semi Structured Question: **What are your reasons for choosing these activities/Why are they your most frequent?**

4. Semi Structured Question: While providing home-based literacy and reading support, what do you notice about your child's performance**, (growth, understanding, participation, response**)?

RQ 2: How is instructional support currently provided by the district to support home-based literacy instruction and reading student achievement in the local school setting?

5. Semi Structured Question: **What types of literacy and or reading activities does your child's reading teacher/ school district send home?**

6. Semi Structured Question: **What types of "support" do they send that helps you understand, implement, execute literacy and reading instruction at home?**

7. Semi Structured Question: **What types of trainings/workshops have the school offered regarding literacy and reading that supports your efforts at home?**

8. Semi Structured Question: **What ways would you like to experience support from your child's school with providing literacy and reading instruction at home?**

RQ 3: What barriers do parents report that interfere with their ability to provide instructional support for home-based literacy activities?

9. Semi Structured Question: **What are some challenges that you experience providing reading and literacy support at home?**

10.Semi Structured Question: **When these challenges occur, how do you modify/adapt literacy instruction to continue supporting your child?**

11. Semi Structured Question: **What independent efforts do you make when providing home-based literacy and reading instruction? Do you use a computer program? Do you take trips to the library?**

12. Semi Structured Question **Where do you obtain the literacy resources that you use at home with your child?**

Sample prompts-

(what stops you from taking your child to the library? What stops you from using online reading software? What stops you from reading to your child each day? What stops you from practicing spelling words? Supporting your child with keeping a diary?)

Appendix E: Interview Protocol

Interview Protocol Matrix

Research Questions	Background Information	Research Question 1 RQ 1: How do parents report their experiences with literacy instruction currently implemented in the home setting of third-grade students?	Research Question 2 RQ 2: How is instructional support currently provided by the district to support home-based literacy instruction and reading student achievement in the local school setting?	Research Question 3 RQ 3: What barriers do parents report that interfere with their ability to provide instructional support for home-based literacy activities?
Interview Q 1		X		
Interview Q 2		X		
Interview Q 3		X		
Interview Q 4		X		
Interview Q 5			X	
Interview Q 6			X	
Interview Q 7			X	
Interview Q 8			X	
Interview Q 9				X
Interview Q 10				X
Interview Q 11				X
Interview Q 12				X

Appendix F : Sample Raw Data Transcribed and Coded from Interviews

Sample Raw Data Transcribed and Coded from Interviews

<u>Common Categories/Topics</u>

1. Parents provide home-based literacy instruction in a number of ways=<mark>PPLI</mark>

Parent 1 Emphasized seven times

Parent 2 Emphasized six times

Parent 3 Emphasized five times

Parent 4 Emphasized four times

Parent 5 Emphasized five times

Parent 6 Emphasized five times

Parent 7 Emphasized six times

TOTAL EMPHASIS: 64

2. Parent Social Interaction as a motivator for student achievement=<mark>PSTFM</mark>

Parent 1 Emphasized eleven times

Parent 2 Emphasized twelve times

Parent 3 Emphasized seven times

Parent 4 Emphasized nine times

Parent 5 Emphasized nine times

Parent 6 Emphasized six times

Parent 7 Emphasized ten times

TOTAL EMPHASIS: 64

3. Parents Value School Relationships=<mark>PSP</mark>

Parent 1 Emphasized eleven times

Parent 2 Emphasized eleven times

Parent 3 Emphasized twelve times

Parent 4 Emphasized nine times

Parent 5 Emphasized six times

Parent 6 Emphasized eight times

Parent 7 Emphasized eight times

TOTAL EMPHASIS: 65

4. Desire for More effective communication with schools=MEC

Parent 1 Emphasized twice

Parent 2 Emphasized five times

Parent 3 Emphasized six times

Parent 4 Emphasized four times

Parent 5 Emphasized five times

Parent 6 Emphasized nine times

Parent 7 Emphasized six times

TOTAL EMPHASIS: 36

5. Barriers experienced by parents=BEP

Parent 1 Emphasized six times

Parent 2 Emphasized five times

Parent 3 Emphasized seven times

Parent 4 Emphasized nine times

Parent 5 Emphasized eight times

Parent 6 Emphasized nine times

Parent 7 Emphasized nine times

TOTAL EMPHASIS: 53

6. Ways parents prefer to experience literacy support from schools=WPPLS

Parent 1 Emphasized eleven times

Parent 2 Emphasized ten times

Parent 3 Emphasized nine times

Parent 4 Emphasized nine times

Parent 5 Emphasized eight times

Parent 6 Emphasized nine times

Parent 7 Emphasized twelve times

TOTAL EMPHASIS: 68

Appendix G: Interview Matrix Themes

Interview Matrix Themes

Research Questions	Themes that emerged	Research Question 1 RQ 1: How do parents report their experiences with literacy instruction currently implemented in the home setting of third-grade students?	Research Question 2 RQ 2: How is instructional support currently provided by the district to support home-based literacy instruction and reading student achievement in the local school setting?	Research Question 3 RQ 3: What barriers do parents report that interfere with their ability to provide instructional support for home-based literacy activities?
Interview Q 1	**Theme 1** 7. Parents provide home-based literacy instruction in a number of ways=PPLI	X		
Interview Q 2	**Theme 2** Parent Social Interaction as a motivator for student achievement=PSTFM	X		
Interview Q 3	**Theme 3** 1. Parent School Relationships=PSP	X		
Interview Q 4	**Theme 2**	X		

	Parent Social Interaction as a motivator for student achievement=PSTFM			
Interview Q 5	**Theme 3** 1. Parent School Relationships=PSP		X	
Interview Q 6	**Theme 3** 1. Parent School Relationships=PSP		X	
Interview Q 7	**Theme 3** 1. Parent School Relationships=PSP		X	
Interview Q 8	**Theme 6** 1. Ways parents prefer to experience literacy support from schools=WPPLS 1. More effective communication with schools=MEC		X	
Interview Q 9	**Theme 5** 1. Barriers experienced by parents=BEP 2. More effective communication with schools=MEC			X

Interview Q 10	**Theme 5** 1. Barriers experienced by parents=<mark>BEP</mark>			**X**
Interview Q 11	**Theme 1** 1. Parents provide home-based literacy instruction in a number of ways=<mark>PPLI</mark>			**X**
Interview Q 12	**Theme 1** 1. Parents provide home-based literacy instruction in a number of ways=<mark>PPLI</mark>			**X**

Appendix H Data Analysis PASS

Data Analysis PASS

		Strongly Agree	Agree	Partially Agree Partially Disagree	Disagree	Strongly Disagree
1.	I feel very comfortable visiting my child's school.	1 X XXXXXXXXX XXXXXX XX XX 21	2 XX X 3	3	4	5 X 1
2.	My child's schoolwork is always displayed in our home (e.g. hang papers on the refrigerator).	1 XXXXX XXXXXXXX 13	2 X XX X X 5	3 X XXX 4	4 XX 3	5
3.	If my child misbehaved at school, I would know about it soon afterward.	1 XXXXX 5	2 XX 2	3 X XX 3	4 XX XX X 5	5 XXXXX XXXXX 10
4.	I frequently explain difficult ideas to my child when she/he doesn't understand.	1 XX XXXXXX XXXX XX 14	2 XXX XXX XX 8	3	4 X 1	5 XX 2
5.	Every time my child does something well at school I compliment him / her.	1 X X XXXXXX XXXXXXX X X XX 20	2 XXXX 4	3	4	5 X 1
6.	Talking with my child's principal makes me **un**comfortable.	1 XXXX 4	2 XXX 3	3 X XXXXX 6	4 XX 2	5 XXXXXXXX X X 10

#	Statement	1	2	3	4	5
7.	I always know how well my child is doing in school.	1 XX XXX **5**	2 X **1**	3 XXXXX 5	4 XXXXX XX **7**	5 XXXXX XX **7**
8.	I am **confused** about my legal rights as a parent of a student.	1 XXXX **4**	2 XX **2**	3	4 XXXXXX **6**	5 X X XXXX XXXXXX X **13**
9.	I read to my child every day.	1 XXXXXX **6**	2 XXXXXX X **7**	3 X X XXXXXXX **9**	4 X **1**	5 XX **2**
10.	I talk with other parents frequently about educational issues.	1 X **1**	2 XXXXXXX X **8**	3 X XX XXXX 7	4 XXX 3	5 XXXXXX 6
11.	My child attends community programs (e.g. YMCA, park/rec, community theatre) regularly.	1 XXXXXXXX 7	2 XX X X XX 6	3 X XXXXXX 7	4 XXX 3	5 XX 2
12.	I have visited my child's classroom several times in the past year.	1 XXXXX 5	2 XX 2	3 XXXX 4	4 XXXX 4	5 XXXXXXXXX X **10**
13.	I have made suggestions to my child's teachers about how to help my child learn.	1 X 1	2 XXXXXXXX X 9	3 XXXX 4	4 XXXXXX 5	5 XXXXXX 6
14.	There are many children's books in our house.	1 XXXXXX XXXXX XX **13**	2	3	4 XXX 3	5 XXXXXX XXX 9
15.	In the past 12 months I have attended activities at my child's school several	1 XXXXX XX	2 XXX 3	3 X 1	4 XXXXX 5	5 XXXXX XXXX 9

#	Statement	1	2	3	4	5
	times (e.g. fun nights, performances, awards nights).	7				
16.	My child misses school several days each semester.	1 X 1	2 XXXX 4	3 XXX 3	4 XXXXXXX 7	5 XXXXXXXXXX 10
17.	Talking with my child's current teacher makes me somewhat **un**comfortable.	1 X 1	2 XX 2	3 X 1	4 XXXXX 4	5 XXXXXX XXXXX X X X 15
18.	I don't understand the assignments my child brings home.	1 XXXXXXXXX X 10	2 X XX 3	3 XXXXXXX 7	4 XXXXX 4	5
19.	Reading books is a regular activity in our home.	1 XXXXXXXX 7	2 XXXXX X XXXX 10	3 XXXXXX 6	4 XX 2	5
20.	If my child was having trouble in school I would not know how to get extra help for him / her.	1 X XX 3	2 XXX 3	3 X 1	4 XXXXXX 6	5 XXXXXXXXXXXXX 12
21.	I know the laws governing schools well.	1 XXXXXXX 7	2 XX XXX 5	3 XXXXXX 6	4 XXXXX 5	5 XX 2
22.	In the past 12 months I attended several school board meetings.	1 X 1	2 XXXXXX 6	3 XXX 3	4 X XXXXXXX 7	5 XXXXXXXX 8
23.	In the past 12 months I volunteered at my child's school at least 3 times.	1 XXX 3	2 XXXXX 5	3 XXXXXXXX 8	4 XXXXXX 6	5 XXX 3

24.	I know about many programs for youth in my community.	1	2 XXXXXXXX 8	3 XXX 3	4 XXXXX 5	5 XX XXXXXXXX 9

How difficult do the following issues make involvement with your child's school?

		A lot	Some	Not an Issue
25.	Lack of Time	1 XXXXXXXXX 9	2 XXXXXXXXX X 11	3 X X XXX 5
26.	Time of Programs	1 XXX XXXX XXXXX 12	2 XXXXXXX 8	3 XXXXX 5
27.	Small Children	1 XXXXX 5	2 XXXXX 5	3 XXXXXXXX XXXXXXX 15
28.	Transportation	1 XXXX 4	2 XX 2	3 X XX XXXXXXXX XXXXXXXX 19
29.	Work Schedule	1 XXXX XXXXXXX 11	2 XXXXXXX 7	3 XXXXXXX 7
30.	Other (Specify _____)	1	2	3

Appendix I Transcript Analysis of Participants

Transcript Analysis of Participants

Participant 1
- Uses a variety of literacy practices at home with child. Reads, practices spelling words, creates songs with various literacy concepts with child at home. Created a in home learning space for children to learn. `PPLI` `PSTFM`   - Most frequent reading/literacy activity in the home is reading with and to children. `PPLI` `PSTFM`   - Chooses reading every night with children because she wants her students to love reading like she did as a child. `PPLI` `PSTFM`   - Motivates children to learn by creating songs with them to reinforce the learning. Also uses positive reinforcement by setting goals and when they meet them takes them out to eat or buys them things. When students read a certain number of books she rewards them. `PSTFM`   - Children enjoy the literacy and reading games they practice together at home. Has noticed a big improvement in child's interest in reading books. Hass shifted from short storied to chapter books. `PSTFM`   - Has a good relationship with the staff at school and always feels welcome. Child's Teacher is supportive. `PSP`   - Child's Teacher mostly sends home reading homework as literacy activity. `WPPLS`   - School Newsletters come home on Mondays. There is a homework hotline that the school offers.   - Would like the schools support with sending home more reading materials and books. Would like to know more about opportunities for children to participate in clubs that support reading like book club, spelling bees, accelerated reader. `MFC` `BEP`   - Challenges to reading literacy and support at home is having multiple kids and amount of time to support activities. Has several kids to be helped with homework each night. `BEP`   - Literacy resources come from the public library. Spelling words come from spelling K12. `PPLI`
Participant 2
- Reads to child at least 3 times a week and helps child with reading homework when it comes home. `PPLI` `PSTFM`   - Most frequent activity is reading together. `PSTFM`

- Chooses reading books together because she gets free books her church. Child has also struggled with reading so she helps her build confidence by reading with her at home. Her daughter has a bookshelf in a room that she's had since she was 2. `PSTFM`
- Motivates daughter to read by giving her verbal praise and helping her sound out the words when she's struggling. Also uses pictures (picture books) to help her daughter make since of what is happening in the story. `PSTFM`
- Teacher sends reading homework each night, but no vocabulary, spelling or writing.
- School sends a newsletter on Monday with school events. Teacher does not send home any notes or communication about the homework. It usually is a worksheet.
- Has attended open house, PTO meetings, yoga night and sport games. Has only attended 1 workshop on TN Ready Night.
- Thinks school should make sure reading homework comes home that helps students write and spell better instead of just stories or grammar. Thinks it would also be helpful if the school offered after school tutoring to students that struggle with reading for free. `MEC` `WPPLS`
- Challenges at home-no computer in the home/no internet for reading internet interventions. Child has a reading disability struggles with ideas and resources to help her at home. `BEP`
- When child struggles with reading at home she uses pictures to help her understand the words. Hand created flashcards to help build memory/vocabulary. Has daughter clap out syllables and sings a phonics song from kindergarten. `PPLI` `BEP`

Participant 3

- Supports child by reading at home, takes child to the library, and has access uses IXL to support student learning in the home. `PPLI` `PSTFM`
- Most frequent activity is using the blended learning site IXL. The site has grammar, reading, spelling and vocabulary work that helps her to keep track of her daughter's progress. `PPLI`
- This is the most common activity because she has downloaded the app on her daughter's phone and tablet. When she has to make runs in the evening time she can have her daughter login in to do timed practice activities. `PPLI`
- Parent noticed that her daughter prefers using internet-based literacy games rather than traditional reading and studying together at home.
- Teacher sends home school newsletter each week. Teacher gives extra credit sometimes.
- Parent conference night where parents are able to ask questions and meet the teacher. School also offers a TN Ready night in April.
- Would like the school to offer a reading program like starfall or IXL for students so that her daughter could do her homework online or get credit for those types of activities at home. `BEP` `WPPLS`

- Challenges home-based literacy instruction. Motivating her child to read books. She doesn't like reading. To keep her motivated she buys kindle books, for every chapter book read she takes her to ben and jerrys, and uses internet based activities. PPLI PSTFM BEP

Participant 4

- Provides home literacy support by taking trips to the library, providing reading homework support, buying books online, using flashcards to help son learn words he is unfamiliar with. PPLI
- Choice behind activities are driven by parent's desire to help child be more successful in school so that he can go to college one day. PSTFM
- Most common reading activities are trips to the library and setting aside mandatory independent reading time at home. PPLI PSTFM
- Parent noticed that child is motivated to read more if child is motivated by the books. The child has an interest in comic books and tends to gravitate more towards those types of books. For every 3 comic books he checks out from the library he must check out 1-chapter book. PSTFM
- Most sent home activity is reading story worksheets several times a week.
- Is not aware of after school events offered to parents to provide reading support for parents and children. BEP
- Would like for the school to have a school library so that her child can check out books in each week. Would also like to see a school wide incentive like drop everything and read where students can bring their favorite book to school and read for 30 minutes one day a week. WPPLS
- Challenges to providing home-based literacy instruction are communication with the school around reading homework and assignments, and a lack of time in the evening because school lets out at 4:15. MEC BEP
- When she works late she makes sure that her child can still get the reading time by having him keep track of the amount of time he reads on the refrigerator. They check the amount of time each week and set reading goals. PSTFM
- Literacy resources come from the public library. PPLI

Participant 5

- Provides support by reading at home, taking trips to the library on the weekend, and helping with reading homework through the week. PPLI PSTFM
- Chooses these activities because grandchild really enjoys doing them. It keeps her motivated to read. PSTFM

- Noticed that when her grandchild is engaged in these types of literacy activity she is eager to learn more and enjoys going to the library each week. Still struggles with reading books on her grade level.
- School sends home worksheets every night. Homework is usually on reading skills, parts of speech, or a story.
- School doesn't offer afterschool or in school reading workshops to help teachers and students. BEP
- Would like the school to send books home with students so parents can read the story with children so that students can do well on the reading test each week. Would like to know more about what students are learning in class so that when she is helping her grandchild with her homework she knows what to practice with her on. WPPLS
- Primary challenge providing literacy instruction is that she is not aware of what she's learning each week at school. If the teacher could communicate these things through a newsletter or some type of email each week it would be easier to help her stay ahead of learning in the class. MEC BEP
- When she is not sure of what skills her grandchild is learning in class she reaches out to the teacher and asks teacher to send home extra work for extra credit. PSTFM
- Library and school are the primary literacy resources.
- Does not use a website because they do not have a computer or internet at home. Only has internet on her phone. BEP

Participant 6

- Provides literacy instruction by helping child with reading homework or setting reading time with child on the weekend. PPLI PSTFM
- Types of literacy activities practiced at home include carving out 20 minutes of independent reading time each night, visits to the library, designated time on online learning websites, visiting a tutor one day out of a week for reading tutoring, and reading homework support. PPLI PSTFM
- To keep son motivated he pays him allowance based on how many books he reads each week.
- Chooses these activities because they are convenient for his work schedule. Child plays sports and timed activities seem to work really well for his son. PPLI
- Teacher sends homework at least twice a week. No additional support come home. There is a school newsletter that is sent home each Monday.
- There have been no training, or workshops. There was a doughnut for dads.
- Would like for the school to offer free tutoring after school or at least have a library where his son could check out library books to keep him motivated to read each week. WPPLS

- The main challenge to providing his child with literacy support is his work schedule and his sons extracurricular activities schedule. BEP

Participant 7

- Provides literacy instruction by helping with reading homework when it comes home and practicing spelling words together. PPLI PSTFM
- Types of literacy activities include reading homework support, and creating and practicing spelling words at home. PPLI PSTFM
- To keep her daughter motivated to do homework she sets high expectations for her daughter. She uses encouragement to motivate her to read books and checks over her reading homework when it is sent home. PSTFM
- Chooses these activities because she knows helping her with her homework will help her do better in school and build her confidence to read more. She also believes that by checking her homework she can keep an eye on what she's struggling with and help her. PSTFM
- Teacher sometimes sends reading homework.
- Doesn't know about any reading or training workshops that the school or district offers.
- Would like reading homework to come home every night. Would like the school to send home textbooks with the story in it. Would like clear communication about when there is homework or opportunities for extra credit. Would like if the school had a library for the kids to check books out at school. MEC WPPLS
- The main challenge to providing home-based literacy instruction is that she is not aware of when the school offers trainings, workshops or activities to support her daughter, and she doesn't have the story at home that she reads each week. MEC BEP
- Reading resources come from a local book store and the reading lab at her child's church. They do not have a library card and don't visit the public library, but she intends to start next school year.

Appendix J : Sample Transcripts

Sample Transcripts

Sample 1:

Interviewer: It's so great to be able to sit and talk with you in person to understand more about ways you provide home-based literacy instruction, and the challenges you face in doing so. I want to begin by asking what ways do you support your child with home literacy and reading activities at home? What types of activities do you do together?

Participant 1: I have three kids, and I like to read stories with them. Um I also help them with their reading homework and spelling words every school night. On Monday when she gets her story of the week, I try and read the story with her, or ask her certain questions about the story. I like to make up songs with the kids out of spelling words and parts of speech that help them get excited about the learning. Something I noticed about this generation of kids is that if you put music to it they'll like anything that you say. Sometimes with the kids we create sort of like rap songs together on the way to school, or at the house, they like that. I may start with one, but before I know it all the kids jump in and we have a good time. I also have a space at home set aside for them just for homework and studying.

Sample 2

Interviewer: Could you tell me about the type of "support" the school sends home with your child to help you understand, implement, execute literacy and reading instruction at home?

Participant 6: You said a lot (laughing). They don't really send a lot home with her. Usually it's just her math homework and conduct sheet. I believe on Mondays she brings home the school newsletter, but that has the school stuff in it like what days school will be out and stuff like that. She sometimes come home with the story but some days she don't even bring the story home with the questions. I be asking her do you have any notes or anything she says naw her teacher aint give her none. They also have a number to call for help, but it's so confusing I don't worry about it. I just call up to the school and ask the teacher to send her some help.

Interviewer: When you call the school and ask the teacher for help what happens?

Participant 6: Well she usually calls me back and I can ask her for a copy or some type of notes and the teacher she has this year is really good she tries to send me something to help her. I remember one time she (student) was struggling trying to answer the questions about the story and I sent a letter to school with her the next day asking the teacher to give me a call cause we couldn't finish the homework-she didn't have the story and when she called me she said she let her have some extra time in class to finish it.

Interviewer: Okay, great. Are there other ways you can remember the school sending home support or resources to help you when you provide literacy support at home?

Participant 6: Um naw, I can't think right off the top of my head about anything else they send home. Like I said they don't really send much. She comes home most of the time and it's just Math homework. They don't have a spelling list or anything. I try and pull a few spelling words from online to keep her ahead.

Sample 3

Interviewer: I think it's so great that you are taking the lead in providing literacy support for your child. As we lean more into ways the school can support you. What ways would you like to experience support from your child's school that helps your strengthen you literacy practices at home?

Participant 7: I definitely would like for them to send home like a class newsletter that had the spelling words, vocabulary words and name of the story. At his last school every Monday the teacher send home a class newsletter it made it really easy to support him because I knew what he was learning each day. I don't understand why they don't have spelling words. I think it would be great if they also did something like a Spelling Bee to challenge the kids and push them to learn more. My son made it all the way to the last round at his last school-he really likes spelling. His teacher at the last school would send home a list of reading websites that were really helpful. Monday through Friday when I don't let him play his xbox he can still get on the computer and work on ABCya or the website his teacher assigned a skill for that night. (pause) yea I think all of those could be great.

Interviewer: Okay are there any other ways that you would like to see the school prepare you or support you in providing home-based literacy instruction?

Participant 7: Um-sending home the reading story each week so that we can read it together.

Interviewer: Tell me more about you suggestion.

Participant 7: Well, they don't have textbooks I think and I feel like he wouldn't struggle as much as he does with answering questions about the story and the test we could practice reading it together. They also don't have a library. His favorite subject is Math I always have to motivate him to read and get excited about reading. When I take him to the library to check out books he likes to read the diary of a wimpy kid and marvel comics. If the school could get a library or something that lets him check out books or have some type of textbook to practice reading more I think that would really help him and me stay on top of things at the house**.**

Sample 4

Interviewer: Awesome! What are some challenges that you experience providing reading and literacy support at home?

Participant 3: The number one issue that stops me from being able to help him with his reading homework the way that I want to is my work schedule. I usually go to work at one and don't get off until 9 or 10 sometimes at night-by that time it's too late to help him-or he's already sleep." My mother picks up the boys from school and keeps them for me until I get off at 10. Once I get off and pick them up they're usually already sleep or on the way to getting there. My mom and dad have to do most of the homework with them because they're the ones that my kids spend the most time with in the evenings. I do get to drop them off at school but I'm not always able to go in to the school and ask the teacher questions if I have them I have to set up a conference time or send a note to be called. Something else I really don't like is that I miss a lot of the afterschool stuff. Like last week they had parent literacy night but it didn't start until 4:30. My son was really

upset that I missed it because he wanted me to see him recite a poem that he and his friend created in class, and some type of gallery they did. I wish they could have the events on the weekend, or do one in the morning so that I can go to some of the events.

Interviewer: Are there any additional challenges you can think of that you've experienced providing home-based literacy instruction?

Participant 3: No biggest one is that work schedule and unless I quit I can't change that but I definitely wish I could be able to attend the after school stuff like parent nights, and the PTO stuff.

Sample 5

Interviewer: It's so fascinating hearing your responses. What types of trainings/workshops have the school offered regarding literacy and reading that supports your efforts at home?

Participant 4: You mean like to help me when I help them with their reading work at home?

Interview: Yes.

Participant 4: I'm not sure. They do a lot of family stuff like muffins for mom, grandparents day and programs for holidays but Im not sure that Ive known about any reading workshops or anything like that sort. When I pick her up after school she sometimes tells me about stuff their having that night and I either hop out real quick to show my face or if it's too late I just try and tell her we will go to the next one. For some reason I always find out about things at the last minute. If I knew about school workshops

and stuff I would love to go. My grandbaby loves doing stuff like that she sees her friends

and gets all excited. I wouldn't mind going to the events but I don't know about them.

attend any book fairs?

Participant 4: No, she came over at the end of last school year from her old school. She

came to live with me in the spring. I attended the end of year program and I try to attend

the honors program but anything else I'm not sure about it.

Interviewer: What do you mean when you say not sure about?

Participant 4: I mean I don't know when they have after school stuff all the time.

Sometimes by grandbaby hops in the call and tells me and sometimes we both just miss

it. I try to read the newsletter the school sends on Mondays but sometimes she loses it or

doesn't have it.