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LIS 653 Advocacy Plan

Goal 1:

To increase the amount of students in grades one through six that actively participate in the Accelerated Reader Program.

Objectives:

- Determine what grade levels are active and which grade levels are not as active in AR
- Decide on a reward system that will increase student participation in AR
- Get feedback from classroom teachers and parents about possible rewards
- Finalize reward system for AR goals being met
- Publish AR rewards system to students, parents, teachers

Target Audience:

- Students
- Parents
- Teachers

Strategies:

- Review data and complete Excel Spreadsheet on active participation among different grade levels, break down by students and group by grade levels
- Determine lower grade level participation
- Determine students with lower level participation
- Come up with a relevant reward system that might encourage greater participation among lower participators
- Speak with classroom teachers about reward system and get feedback
- Put out an online survey to the parents, students, and teachers to get feedback about reward system
- Review survey results
- Decide if this is a reward system that will work based on feedback
- If the reward system looks promising based on above results, put out communication about the reward system with a Parent Alert, spot on morning announcements, spot on rolling announcements, posters around school
- If reward system does not look like it will have an affect, go back and start over again. Look at survey results and feedback from teachers to determine best possible reward system that would increase active participation in AR

Communication:

- Online survey about reward system to parents, students, and teachers

- Posters around school about reward system
- Parent Alerts about reward system
- Rolling announcements and morning announcements about reward system

Evaluate:

- After the first quarter of the new reward system being in place, data will be collected through the AR website as well as from classroom teachers about student participation
- Data will be interpreted to see if there was a change in the amount of students actively participating in AR after the first quarter
- Online surveys will go out to the students, parents, and teachers to gain feedback from them about how well (or not) the reward system worked to get them actively participating in AR after the first quarter
- If there was no or minimal increase in active student participation, then a new method will be developed to meet this goal

Goal 2:

Increase the amount of funds available to purchase Spanish or bilingual Accelerated Reader books for the Spanish Immersion Program.

Objectives:

- Increase the amount of AR books to the library collection
- Get funding from sources other than the book fair
- Increase awareness of the need of these materials in our library

Strategies:

- Decide on a fixed amount of money necessary to purchase AR bilingual or AR Spanish books
- Find books through our vendors that are Spanish/ bilingual and are AR
- Divide amount of books between both fiction and non-fiction Spanish/ bilingual AR books
- Create Google Doc with titles, AR levels, and prices of books
- Submit Google Doc to administration for approval
- Release approved Google Doc to PTO. Use the next PTO meeting to ask for funds from them for some or all of the books
- Release approved Google Doc to SPLASH (Spanish Immersion Program Headquarters) with letter explaining need for funds and request any funds from them for materials
- Write a grant to "Donors Choose" (DonorsChoose.org, 2017) requesting funds for Spanish/ bilingual materials
- If all monies are collected/ donated, purchase books through vendors
- If all money is not collected/ donated, then purchase materials with highest priority

- If no money is collected/ donated, start again using different approach and different funding sources

Communication:

- Google Doc to administration, PTO, SPLASH
- Possible Grant written to “Donors Choose”
- PTO meeting presentation

Evaluate:

- Was money collected for any Spanish/ bilingual materials?
- How much?
- What books (if any) were able to be purchased?
- Are there any other sources for future Spanish/ bilingual needs? Am I able to use any of the present sources again in the future?
- Create an ongoing Google Doc of all present Spanish/ bilingual materials and any future materials for this group that may be needed; update as needed or every quarter

Bibliography

DonorsChoose.org. (2017). *DonorsChoose.org*. Retrieved from DonorsChoose.org:

<https://www.donorschoose.org>