



**STUDYDADDY**

**Get Homework Help  
From Expert Tutor**

**Get Help**

## **Introduction**

### **Statement of the Problem & Significance**

During my tenure as an educator, this researcher has served in multiple capacities to include teacher, Assistant Principal, Curriculum Director, Assistant Superintendent, and now Superintendent. Within each of those capacities, I heard, and in some instances, made sentiments regarding the lack of preparedness of students for their next grade, and the ever-present gaps that they brought along with them when they entered. Teacher questions such as “Why can’t they read in the 7<sup>th</sup> grade?” and “Shouldn’t they have learned this last year?” are pervasive throughout our District. Regardless of the school rating, school location or school size, it is inevitable that conversations of this sort are being held by both educators and parents alike. Thus, through my research, I am convinced that the problem is systematic in nature, and is not the result of incompetent teachers or unengaged, defiant children, but that there is a fundamental element in the foundation of our program that is lacking (Tucker, 2016). That lacking, often ignored element is our early childhood component.

### **Purpose of the Study**

Our district has established a collaboration with the WK Kellogg Foundation that allows us to offer early childhood opportunities in some of our elementary schools. Through this collaborative, Kellogg pays half of the funds needed to offset costs for a Director of Early Childhood, classroom teachers and supplies. The District absorbs the cost for the remaining half. Four of our seven elementary schools offer the pre-Kindergarten (pre-K) program, which allows for a total of one hundred four year old students within our District to participate in pre-K. However, we serve less than seventy-five students. Our trend data for our cohorts of pre-K students shows that these students far outperform their peers who enter kindergarten without

having attended our pre-K program. It is my desire to change the narrative surrounding pre-K and partner with local child care providers to engage them in the process of working with the District to increase the participation in our pre-K program, thus building a more solid foundation for students as they enter into the K-12 setting (Tucker, 2016). An undertaking such as this will take over a year to reach fruition, and thus must be done in phases. Phase one of this endeavor will entail the implementation of a Second Grade Academy that will serve as a transition program for those students entering third grade. Third grade is the first year in which students are required to participate in the Mississippi Department of Education assessment program. I want to use this Second Grade Academy as an instrument to increase third grade proficiency on the end of year state assessments, and provide students with a more solid foundation as they move throughout our education system.

### **Research Question**

How can I improve third grade preparedness and proficiency through the implementation of a Second Grade Academy?

### **Definition of Terms**

MDE – Mississippi Department of Education – the governing body for all public schools in the state of Mississippi

MAAP – Mississippi Academic Assessment Program – assessment administered by MDE to all students in grades three and above in public schools

I-Ready – instructional program that can be used as a diagnostic assessment to determine students' instructional level, and in turn provides individualized instruction based on this diagnostic data

### **Assumptions**

All survey responses will be answered honestly and accurately. Students will perform at their optimal ability on all pre- and post-assessments.

**Limitations**

Results will be for second grade. The study's results and conclusions should be applicable to lower or possibly upper elementary. It might not be applicable for middle school or high school.

**Summary**

A select group of second grade students will receive intensive, intentional instruction designed to close gaps created by the lack of a viable early childhood program. Data from this pilot group will be used to confirm the need for a viable early childhood program for all four year old students in the county.



**STUDYDADDY**

**Get Homework Help  
From Expert Tutor**

**Get Help**