



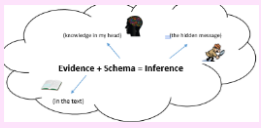
Area of Focus: Literacy
Overall Goal: To increase student achievement on the OSSLT by 10% from 2016-2017 results.

Needs Assessment / Where Are We Now??
OSSLT 2016 – 66% of first time writers were successful
OSSLT 2017 – 55% of first time writers were successful, however, fewer deferrals and exemptions in 2017

OSSLT 2017
Parameters: a score below 59% and/or 10% below the Provincial or Board average.

Reading
Target Skill 1: Explicit Q – 3 explicit questions below set parameters
Target Skill 2: Implicit Q – 7 implicit questions below set parameters
Target Skill 3: Connections – 3 connection questions below set parameters

PLAN	ACT	ASSESS	REFLECT															
<p>PLAN: Needs Assessment Where are we now? 1st CYCLE OF INQUIRY Starting June 29, 2017</p> <p><i>If we examine our 2017 OSSLT results as a team, then we will be able to plan our intentional instructional moves to improve student achievement on the multiple-choice section of OSSLT.</i></p> <p>If/Then Statement: Posted by October 10, 2017</p>	<p>ACT: Evidenced-Based Strategies/Action What are we going to do?</p> <p><i>Actions will be outlined in the first three learning team meetings through the “SIPSA Monitoring Template” and summarized here at the end of the cycle – November 17th.</i></p> <ul style="list-style-type: none"> Examined released OSSLT questions (detailed items) to determine where student needs lie relative to target skills Specifically focused on scores below 50% or a 10% discrepancy between our school score the board and/or the province. Three target skills we are focusing on based on our analysis <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #e6f2ff;">EQAO Reading Skill 1</th> <th style="background-color: #e6f2ff;">EQAO Reading Skill 2</th> <th style="background-color: #e6f2ff;">EQAO Reading Skill 3</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">Understanding explicitly stated information and ideas</td> <td style="background-color: #e6f2ff;">Understanding implicitly stated information and ideas (i.e., making inferences)</td> <td style="background-color: #e6f2ff;">Making connections between information and ideas in a reading selection and personal knowledge and experience (i.e., interpreting reading selections by integrating the information and ideas in a reading selection with personal knowledge and experiences)</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Our Learning Goal: 	EQAO Reading Skill 1	EQAO Reading Skill 2	EQAO Reading Skill 3	Understanding explicitly stated information and ideas	Understanding implicitly stated information and ideas (i.e., making inferences)	Making connections between information and ideas in a reading selection and personal knowledge and experience (i.e., interpreting reading selections by integrating the information and ideas in a reading selection with personal knowledge and experiences)	<p>ASSESS: Monitor/Gather Data How are we doing? What evidence do you have?</p> <p><i>Data Gathering will be outlined and collected in the first three learning team meetings through the “SIPSA Monitoring Template” and summarized here at the end of the cycle – November 17th</i></p> <p>Collected Data:</p> <p>ENG 2D</p> <ul style="list-style-type: none"> Student #1 1st assessment 4/6, 3/6 2nd assessment 2/5, 3/5 Student #2 1st assessment 6/6, 5/6 2nd assessment 4/5, 3/5 Student #3 1st assessment 4/6, 0/6 2nd assessment 3/5, 4/5 <p>ENG3C/4C</p> <ul style="list-style-type: none"> Pre-assessment question asked “What is the best title for this article? (OSSLT Q) many were unsuccessful Same question asked Post assessment 13/16 answered correctly <p>Gr. 7</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #e6f2ff;">Focus student</th> <th style="background-color: #e6f2ff;">QAR pre</th> <th style="background-color: #e6f2ff;">QAR post</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">Student #1</td> <td style="background-color: #e6f2ff;">Nil</td> <td style="background-color: #e6f2ff;">3/6</td> </tr> <tr> <td style="background-color: #e6f2ff;">Student #2</td> <td style="background-color: #e6f2ff;">1/5</td> <td style="background-color: #e6f2ff;">4/6</td> </tr> </tbody> </table>	Focus student	QAR pre	QAR post	Student #1	Nil	3/6	Student #2	1/5	4/6	<p>REFLECT: Analyze/Reflect How did we do? Where to next?</p> <p><i>Reflections of Learning Teams work for cycle one will be summarized here at the end of the cycle by November 17th and posted on Insite</i></p> <p>Commonalities:</p> <ul style="list-style-type: none"> If you scaffold how to answer a multiple-choice question, then students are able to do it If they know what success looks like, they will use it Modelling, e.g., using Think Aloud strategy helps students to be successful Guided self-reflection helps students identify where the gaps are in their learning Author and me questions (inferencing questions) continue to be a struggle
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	<p>We are learning to recognize different types of questions and what types of thinking strategies are needed to answer the question.</p> <ul style="list-style-type: none"> Use the QAR (Question, Answer, Relationship) strategy with our students. (Other strategies were provided as well) Co-construct Success Criteria for answering MC questions with the students in our class <p>Monitoring/Sharing of student work around QAR:</p> <ul style="list-style-type: none"> What did we do first? What did I notice from this? What success criteria could students demonstrate? What was my intentional teaching move based on this analysis? What was the follow-up task that allowed students to demonstrate new learning? What was the impact? How do I know it worked/not yet? Monitoring Plan template <ul style="list-style-type: none"> Use a monitoring plan to document our focus students' learning and our intentional teaching moves Classroom visit: What SC do we see students using as they work? 	<table border="1"> <tr> <td>Student #3</td> <td>2/5</td> <td>3/6</td> </tr> <tr> <td>Student #4</td> <td>4/5</td> <td>5/6</td> </tr> </table>	Student #3	2/5	3/6	Student #4	4/5	5/6	
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<p>2nd CYCLE OF INQUIRY Starting November 20, 2017 Complete this section with any new data from your 1st Cycle of Inquiry.</p> <p>If/Then Statement: Posted by December 1, 2017</p> <p>If we co-construct SC for comprehension strategies (pre-reading and inferencing) and explicitly teach and model comprehension strategies with students, then student achievement in reading will improve as measured by moderated pre and post student evidence resulting in improved OSSLT scores.</p>	<p>Actions will be outlined in the three learning team meetings through the "SIPSA Monitoring Template" and summarized here at the end of the cycle on March 9th, 2018.</p> <ul style="list-style-type: none"> Co-constructed success criteria for inferencing Introduced an "Inferencing Equation" to support the success criteria –  <ul style="list-style-type: none"> Teachers explored the following pre-reading strategies in their classrooms: It Says, I Say and So graphic organizer Four Corners Probable Passage Concept Sort Inferencing Equation 	<p>Data Gathering will be outlined and collected in the three learning team meetings through the "SIPSA Monitoring Template" and summarized here at the end of the cycle on March 9th, 2018</p> <p>Collected data: Only one of our classes was tracked from the beginning to the end of Cycle 2 due to the change in semester and teacher illnesses. From that class we collected the following data: 2/3 of our focus students are beginning to use schema when inferring but are still struggling to connect schema with evidence from the text to support making a stronger inference.</p> <p>Anecdotal evidence was collected for each of the following strategies:</p> <ul style="list-style-type: none"> It Says, I Say and So graphic organizer - "Students use it for inferring and then they use it as a framework for writing paragraphs -I am now getting work from students who were previously producing a minimal amount." Probable Passage – "Students enjoyed physically manipulating the phrases from the text into categories." "There was accountable talk prior to reading." "They were able to make predictions and then were observed going back to verify these while they were reading." Four Corners – "Students were on task and could respectfully disagree and/or add on to others' responses." Concept Sort – "Once students were assured that they could sort the words in any manner they chose (as long as they could justify it) they all actively participated." "Students 	<p>Reflections of Learning Teams work for cycle two will be summarized here at the end of the cycle on March 9th, 2018, and posted on Insite</p> <p>Teacher anecdotal comments:</p> <p>"We share strategies and I'm learning to be more intentional and focused."</p> <p>"Students are comfortable and are employing the strategies and able to do more on their own."</p> <p>"We need to keep working on the schema part of it."</p> <p>"Students like that the strategies are like a game."</p> <p>"Sometimes the pre-reading activities can send them off in the wrong direction if they consider the words in the wrong context."</p> <p>"Gave her the vocabulary that she often cannot vocalize on her own to use to discuss her own ideas and those presented in the text. Happy, smiley, confident at the end of the task. More than ready to continue with the next step."</p> <p>Next steps discussed:</p> <ul style="list-style-type: none"> The stems help but they need more help with the justifying 						

3rd CYCLE OF INQUIRY
Starting March 19, 2018
 Complete this section with any new data from your 2nd Cycle of Inquiry.

If/Then Statement: Posted by March 30, 2018
If we co-construct SC for comprehension strategies (pre-reading and inferencing) and explicitly teach and model comprehension strategies with students, then student achievement in reading will improve as measured by moderated pre and post student evidence resulting in improved OSSLT scores.

Actions will be outlined in the three learning team meetings through the "SIPSA Monitoring Template" and summarized here at the end of the cycle by June 15th, 2018.

The team focused on using during-and-after reading strategies to improve student achievement in comprehension, specifically, making inferences. We used research-based instructional strategies from Kylee Beers, When Kids Can't Read – What Teachers Can Do. The team built capacity by exploring strategies to use in intentional teaching, following a gradual release of responsibility model:

- Inferences equation (evidence + schema = inference)
- Say Something (questioning, monitoring understanding, clarifying, connecting)
- Rereading
- Somebody Wanted, But So, Then (extending meaning, summarizing)
- Retelling

Cycle 2 data would serve as the baseline data. Emphasis would be on building capacity in using the strategies, observing students using the strategies in a classroom setting, and regrouping to share observations and determine intentional teaching moves.

Some moderated marking of student work was explored using the EQAO OSSLT Scoring Guide.

The success criteria used were as follows:

We are learning how to make inferences. (What is implied (suggested) but not stated?)

Success Criteria:

- I can visualize what I read/hear.
- I can use visual cues (pictures, diagrams, text features)
- I can use evidence from the text (underline, highlight)
- I can use prior knowledge about the topic. (What I already know)
- I can ask questions about the text
- I can make predictions (What will happen?)
- I can make connections between the text and my prior knowledge to form a conclusion.

appear comfortable taking risks to share their thoughts and ideas." "They were all successful in making predictions that were reasonable- some were even making connections to other texts."

- **Inferencing Equation** – "Students are able to use the evidence from the text and their schema and this is helping to keep them focused on the text."

Teachers have been observed sharing these strategies voluntarily with other staff members outside of the team (cross-curricular).

Data Gathering will be outlined and collected in the three learning team meetings through the "SIPSA Monitoring Template" and summarized here at the end of the cycle by June 15, 2018.

The documentation of impact of intentional teaching moves was coded using the following data:

- end of cycle 2 data
- monitoring plans
- class visits
- tracking of success criteria
- anecdotal observations
- moderated marking

This is a summary of our findings:

Success Criteria: I can...	PRE (end of cycle 2)	POST (end of cycle 3)	Impact:
use evidence from the text.	9/12	11/12	2/12 = 17% improvement
use my schema/make connections.	4/12	7/12	3/12 = 25% improvement
make a reasonable inference.	12/12	12/12	consistent

Qualitative data related to other skills observed this cycle included:

- **Summarizing/retelling** the strategy 'Somebody Wanted, But So Then' helped students elicit main ideas and structure their retell of a text, most noticeably in an oral format.
- **Using graphic organizers** to scaffold student thinking: allowed students to make connections, ask clarifying questions, and organize thinking to formulate responses.
- **Monitoring comprehension** during reading: noticeable participation and insightful comments related to the text during the 'Say Something' strategy and the ability to go beyond the text to make predictions and connections regarding themes presented.

- **Need to build their trust and confidence in themselves to make their inference and explain their schema.**
- **Justification of their inference using both parts together requires further development. Next steps include connecting the two parts to support a stronger inference.**

Reflections of Learning Teams work for cycle two will be summarized here at the end of the cycle by June 15th, 2018, and posted on Insite

Student desk:

- Students can make inferences but continue to struggle to include details in supporting their thinking.
- They can use evidence from the text and data shows an improvement in using schema in isolation, however, the challenge appears to be in consistently connecting their schema to the evidence and using it to support the inference.
- Students are using graphic organizers and visual charts/resources in the classroom.
- They demonstrate a relative strength in responding orally rather than when writing their responses. Perhaps this lends itself to the discrepancy between classroom observations and the OSSLT?

Overall, we feel our students now have strategies to allow them to confidently discuss, expand their ideas, and engage in productive discourse with their classmates. Transferring application of these skills to written work could be a goal for next year.

Teacher desk:

- We feel the learning teams have focused our teaching and added to our repertoire of strategies.
- The experience has also allowed us to see the curriculum and pedagogical connection on the 7-10 continuum.
- Our biggest obstacle was in the framework of the learning teams and the semester turn-over in the secondary panel, particularly in changing the tracking of focus students from semester 1 to 2. In order to see a more consistent impact, it would be nice to monitor the same students for a full year. A consideration may be to include cross-curricular teachers on the team to address this obstacle.