



2014 - 2015 NOII Inquiry Case Study

School: Forest Park Elementary **District:** #68 Nanaimo Ladysmith

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Question: Will teaching and learning independence through the Daily 5 "read to self" structure create a sense of urgency and passion for reading in all Forest Park students? Will an increase in reading engagement lead to an increase in reading achievement?

Tools for pre and post:

- Student reading inventory- "how I feel about reading"
- NLPS – primary
- RAD or NLPS – intermediate

- All classes completed the pre-reading inventory, data indicated that there was a large range in reading enjoyment from 'very high' to 'not enjoying at all'
- All classes completed the primary NLPS or the RAD – data was reviewed and discussed at length re. student support services and resources – changes were made to the student support model to support the most at risk students – this shift had a significant positive impact on these readers in both ability and enjoyment levels of reading

During:

--Daily 5- 'Read to Self' Scoring Guide - students will complete one every other week

- All classes completed the 'Read to Self' guide a minimum of once; only a few classes completed it a second time, this will be an area to focus in the future as 'self-reflection' is such a valuable part of a student's learning
- Time and practice around self-assessment has been road block
- Some staff still grappling with the concept of self-assessment as a key value in student learning

For the final report:

- Graph of student reading inventory – still to come, need another staff member to extract this from the web-based survey tool used

- Anecdotal notes on common threads – saw an increase in student understanding of common language such as good fit books, stamina, independence; all classes saw an increase in stamina for read to self time; more students were able to select good fit books, some still needed support primarily for the struggling readers as they want to read more challenging books than they are ready for; overall, saw an increase in stamina and in enjoyment levels of reading
- NLPS – primary – primarily focused on the Benchmarks in the Spring – saw an increase overall, and did see a significant increase in our ‘at-risk’ flagged students who also received extensive intervention

Scanning:

- Formative assessment- students are struggling with basic reading skills therefore not using reading time effectively, why?
 - Can't understand what they are reading-books too hard or not hard enough, don't know how to choose 'good fit books'
 - Can't stay focused for a duration of time, no stamina
 - Aren't enjoying reading or not motivated to read
 - Struggling readers- embarrassed or humiliated because they don't have the tools or strategies to be a successful reader
 - Low fluency- reading like a robot, can't comprehend or retell
 - Assessments Intermediate- low fluency and comprehension
- Many students know and understand the vocabulary such as 'stamina', 'good fit books', 'independent', and 'urgency'. We will continue to work on developing this further.
 - Some students are able to select 'good fit books', we are seeing more success with this at the intermediate level than the primary.
 - We will continue to explicitly teach how to select 'good fit books' at all levels.
 - We will continue to re-enforce all the other vocabulary by reviewing I-charts, in the Library, and during our whole school read to self time on Fridays

Focus: Learners at the center

At Forest Park we want:

- Students engaged in reading for an extended period of time will feel like a confident reader.
 - With explicit teaching, focused instruction on building and maintaining independence and stamina students can be accountable.
 - Students to know how to choose 'good fit' books
 - Students to feel safe in a trusting environment to be able to take risks.
 - Students to love reading!
- Have seen a significant increase in student stamina for 'read to self' time and a much stronger desire to read – they are asking for reading time.
 - We need to continue to explicitly teach all aspects.

Hunch:

- Whole school read- NOT all students are focused or reading....concerned
- SSR- not being very successful
- Mindset- try something new so all students can be successful at 'read to self,' being independent and understand the urgency of why reading is important.
- Teachers assume students can read to self (need for explicit teaching)
 - Shift with all staff around the language to promote the independence and stamina.
 - Seeing students more focused, asking for reading time, increased stamina.
 - Goal for the future would be to have all staff explicitly teaching the transference of these skills to other areas of curriculum and class activities.

New professional learning:

- Professional book club- Daily 5 & Café including all Forest Park teachers
- Informal discussions on how to implement in each grade
- School Based Pro-D- with a focus on Daily 5- "Read to Self"
- Areas of focus- Independence, urgency, stamina (graph), I PICK, good fit books
- Daily Café website- videos showing areas of focus
- School Goal- create a common language & common structure
- Coach teachers will allow other teachers a time and place to watch and observe what 'Read to self' looks like and sounds like
- PLG time to further discussions and celebrations
- Professional Learning- attend Daily5/Café workshop
 - This did occur throughout the year and will continue into next year as staff are keen and becoming more involved in many facets in the school and district.
 - Staff are using lunch times and after school to continue to collaborate on these topics.

Taking action:

- Professional Learning - all staff attending- presented on Daily 5- Read to self, independence, stamina, 'good fit' books
- Daily check in with how staff are doing
- Provided any materials needed to get started for each teacher
- Use common language when there is a whole school read
- Explicit teaching of Read to self- I chart in each class
- Read to self I chart in every class
- All staff use the same language
- Explicit teaching of terms- independence, stamina and urgency
- Work with SST and librarian to incorporate in all aspects of the school
- Visual graph of stamina in each class

Checking:

- Are reading “good fit books”
- Know what it means to be independent
- Continue to work on stamina
- Know what urgency means
- It is quiet during whole school read
- Reading levels improve
- NLPS screener
- Reading engagement increases

- Based on formative assessment and observations; more students are able to select ‘good fit books’, the level of engagement is increased, there is a common understanding of the language amongst all staff and most students; our whole school ‘read to self’ time is more effective
- At the end of the year, staff reflected on the positive impacts of this inquiry and made a collective decision to expand the focus next year to include ‘work on writing’ as a whole school initiative. As a whole staff, we will continue to promote the common language of read to self, stamina, independence while adding on the concept of ‘work on writing’. The I charts will be used to develop a clear sense of purpose, clear expectations, and we will look at ways to ensure ‘student choice’ while working on their writing.
- We will also be expanding the learning to incorporate more student self- reflection, and be incorporating the use of technology through iPads and Chromebooks to enhance both the reading and writing aspects.