



Networks of Inquiry and Innovation Aboriginal Enhancement Schools Network

2016 - 2017 AESN / NOII Case Study

School Name: Coal Tyee Elementary

School District: SD#68 Nanaimo-Ladysmith

Inquiry Team Members: Debbie Taylor, Shannon Jones, Doug English, Tammy Reynolds

Inquiry Team Contact Email: deb.taylor@sd68.bc.ca

Type of inquiry: NOII

Grade levels: Intermediate (4 - 7)

Curricular area(s): Language Arts - Reading

Focus area(s): Differentiated instruction

In one sentence, what was your focus for the year?

We were interested in seeing if using computer assisted intervention would engage our intermediate students and improve their reading abilities.

Scanning: Briefly summarize your scanning process. How did you use the four key questions as part of the scanning process? What did you notice about the experiences of your learners that were most important to your team?

We noticed that many of our intermediate students plateau in acquiring reading skills. We also noticed that these learners become resistant to practicing reading and reluctant learners.

Focus: In a few sentences, explain why you selected this area. What changes were you hoping to obtain for your learners?

We chose computer assisted intervention programs to see if that would motivate the students to practice reading and to improve their reading abilities. We were hoping that as they became more fluent readers that they would become less reluctant to reading, and that they would see themselves as readers and learners.

Hunch: Describe your hunches about the ways in which practices at the school may have



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been contributing to the experiences of your learners that were of concern to you.

In the intermediate grades, we often shift the focus in helping students improve their reading skills to providing adaptations to allow them to access the information. With these adaptations, the students do not get to practice their reading on a regular basis.

New professional learning: What new areas of professional learning did you explore? What resources were most helpful? What specific designs did you use to support the learning of your colleagues?

We continued to look into various professional resources around supporting students to become better readers, and different comprehension strategies.

Taking action: Describe strategies you and your team decided on and how your actions worked out.

We had the intermediate students practice their reading 3 times/week for 30 minutes each session on the web based program called Read Live Naturally. It is accessible on either computers or iPads. There is a school specific link, so Chromebooks are more difficult to use. This program requires a teacher to oversee the students entering and exiting each lesson. It is a great way for the teacher to be in constant communication with each student and tracking their progress. A drawback to this feature, is that there are limits on group size. To be able to manage the group effectively, I never had more than 8 students on the program at one time. A benefit to the program is that everyone looks the same regardless of the level they are reading at. This allowed for mixed ability groups. The students were grouped based on their grade level not reading level.

Checking: Summarize the differences you made. Were they enough? Were you satisfied?

The students who used the program regularly showed improvements in their reading levels. We assessed the students using Alberta Diagnostic in September and again at the end of May. While there are some drawbacks to the program (the cost, and not being able to change the rate the story is being read), the gains in the students' reading was worth the financial investment in the program.

Reflections/Advice: Finish by sharing what you learned from this inquiry, where you plan to go next, and what advice you would offer other schools with a similar interest.



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This program works well with student support time. It requires a teacher to oversee and manage the lessons, to make sure the students are actually on the program and not playing other games, as well as when to assess and move a student to another level. We are going to continue to use Read Live. We really noticed an improvement in the students' reading and teachers noticed this improvement in the students' ability to function in the class. I plan to track the students' level of engagement to see if there is a pattern. I may possibly need to implement a motivation/reward system to help keep the students interested.