# Ottawa Region- Managing Information for Student Achievement (MISA)
## Collaborative Inquiry
## 2016-17 Proposal

### HOW DO WE KNOW WE ARE CLOSING THE GAP?
### PUTTING THE EVIDENCE INTO ACTION

The Ottawa Region MISA Professional Network Centre (PNC) will be supporting inquiries in utilizing evidence-informed decision-making (EIDM).  Your inquiry will align with the Ministry 'Achieving Excellence" document, local Capacity Building Priorities and/or Board Improvement and School Improvement plans.

Focusing on building teacher and administrator capacity, the inquiries will provide release time for collaboration to study strategies that bring EIDM to the classroom, change practice and most importantly close the gap in student achievement for those subgroups identified by the Ministry. Up to $10,000 will be provided for inquiries that engage in activities directed at using evidence-based decision-making to improve student achievement. Funds may be used for release and related meeting costs but not capital expenditures.

Inquiry teams will attend a regional session in October 2016, that will allow teams to outline new tasks, and find others with similar themes, as well as learn more about the collaborative inquiry process, data literacy and using evidence to improve student achievement.  These teams will be school based so both teachers and administrators are invited to attend.
Inquiries will be shared regionally with other school boards at a May 15, 16, 2017 Symposium.

Director's Signature _____

Board Contact /Project Liaison Name and Email address:

Please e mail this Proposal, with a scanned page of your Director's signature, to David Fox, MISA PNC Coordinator.  Funds will be allocated very soon.  Further information is found at the end of this Proposal Form.

**A.    INQUIRY FOCUS  - Supporting ALL Students to Think Deeply While Reading**

**B.    INQUIRY ALIGNMENT**

**Which Ministry area from Achieving Excellence does your inquiry address?**
*Achieving Excellence:* "Our children, youth and adult learners will need this balance of skills to meet the opportunities and demands of tomorrow. To help promote this balance, schools must take advantage of the technologies that are connecting us to information and people around the world and around the corner. Our task is to modernize classrooms and support educators' efforts to bring innovation to learning." (Ontario Ministry of Education, 2014, p. 5)
*Ensuring Equity:* "Everyone in our publicly funded education system – regardless of background or personal circumstances – must feel engaged and included." (Ontario Ministry of Education, 2014, p. 8)
*Well-Being: "Children and students who have strong relationships and a positive sense of self – and who can understand and manage their own health and emotions – are in a better position to reach their full potential in the future. Their sense of well-being supports their learning because it makes them more resilient and better able to overcome challenges."* (Ontario Ministry of Education, 2014, p. 14)

Ontario Ministry of Education. (2014). *Achieving Excellence: A Renewed Vision for Education in Ontario.* Toronto: Queen's Printer for Ontario.

**What aspect(s) of your School Improvement Plan and/or Local MISA Capacity Building Priority does your inquiry address?**

*Local MISA Capacity Building Priority #2*: Create more effective collaboration at the classroom, school, board and/or PNC level(s) in activities related to identifying, analysing, implementing, monitoring and/or evaluating targeted improvement strategies.

*2016-17 HPEDSB BIPSAW (draft as of October 27, 2016)*

*COMMUNITY, CULTURE AND CARING GOAL*
Our students will be supported in the co-creation of safe, healthy and inclusive classrooms, schools and communities as the foundation for student well-being and achievement.
*GLOBALLY MINDED LEARNERS & LEADERS*
Our students will see themselves as connected citizens of the world. Learning partnerships reflect student voices and individual identities and support education and career/life planning.
*LITERACY GOAL*
Our students will use the skills of thinking, expressing, and reflecting to: listen and speak; read and write; view and represent by engaging with a variety of text and digital forms.

**C.    INQUIRY QUESTIONS**

**What problem of practice or student learning need is the basis for your inquiry?  What questions are guiding your inquiry?**
The student learning need is using tools (i.e., Read&Write for Google, speech to text and voice notes, sticky notes, highlighters)  and strategies (i.e., before, during and after) for deep thinking about text while reading. Student achievement results indicate that many students with special education needs require support in this area.

If we explore and use reading for meaning  and metacognitive strategies and support the intentional selection and use of a variety of tools for teachers and students, will all students think deeply about the text during reading?

If we connect specific tools with individual student learning needs, will student achievement and the precision of IEPs increase?

If we support classroom workflow to make text universally accessible to students, will it create conditions that increase the efficiency of meeting student needs and providing precise instruction?

**Describe how MISA support might assist you in assessing the impact of your inquiry work.** MISA support through the researcher role will assist us during the planning phase to identify appropriate data in order to help us monitor our impact.  The researcher will also be consulted as necessary during project implementation in order to make purposeful adjustments based on lived experiences.

**D.    INQUIRY DESCRIPTION:**

**Please describe your inquiry including:**
- **the initial data/evidence that supports your inquiry focus**
    - o   EQAO Primary and Junior Reading skill area data
    - o   school demographics - number of students with special education needs (nx-IEP and LD)
- **the data/evidence that you intend to collect to gauge the ongoing impact of your work**
    - o   Pre and post student survey about reading behaviours
    - o   Video reflections from students about the impact of using tools and strategies to think about reading from a sample of schools
    - o   Pre and post reading assessment questions related to thinking about the text (CASI questions #6, 7 & 8 or other diagnostic)
    - o   precision of IEP accommodations
    - o   EQAO reading for meaning skill area data (individual and cohort)

- o Concerns Based Adoption Model (CBAM), reading for meaning and integration of Read&Write tools, educator and coordinator pre and post survey
- o video reflections from a sample of educators
- o HPEDSB BIPSAW monitoring questions
- **those who will participate in the work**
  - o 8 central educators (literacy coordinator, special education coordinators, educational technology support coordinators, research and assessment coordinator), 12 schools, minimum of 24 teachers
- **intended activities, products/deliverables**
  - o professional learning in reading for meaning strategies and tools and selecting precise accommodations based on student need
  - o online community (Google Classroom) to share and continue to explore the strategies and tools that support reading for meaning
  - o revised list of accommodations available in IEP Online

**How are you intending to collect evidence of student growth? (e.g., journals, portfolios, observation, interviews, student voice)**

- Video reflections from students about the impact of using tools and strategies to think about reading from a sample of schools
- documentation of students thinking about the text
- responding to reading with success criteria
- application of descriptive feedback based on success criteria
- student survey of reading behaviours

**E. BUDGET PLAN**

The main focus of the budget should be on teacher face-to-face collaboration. Budget items may include teacher release, along with some **non-capital materials** (not hardware) and support in developing resources and the production of a final report to support the collaboration. (Please provide itemized costs for the inquiry---funding will not exceed $10,000).

| Item | Purpose | Cost |
|---|---|---|
| Teacher Release Time 40 full days | To build a collaborative learning culture and engage in professional learning. | $10,000 |
| Actual Budget | | |
| Teacher Release Time 40 full days | | $10,000 |

**F.      INQUIRY REPORTING**

**An interim report (progress check) will be prepared by the Researcher by January 19th, 2017.**

**A final financial statement is due no later than Wednesday, May 31st 2017.**
**The final report is due no later than Friday, June 30th 2017.**
**Actual Outcomes and Measures (What changes/achievements resulted from the outputs?  What data/evidence supports these results?)**

**Impact on Educator Learning**
- Use of reading for meaning strategies (e.g. pause & think, annotation) to reveal student thinking DURING reading
- Increased use of digital text within Google platform
- Increased use of Google Read and Write tools to support making meaning text and communication of student thinking
- The use of precise feedback to improve student reading responses

This learning was evident through:
- Moderation of student work samples using exemplars/success criteria
- Documentation of learning team conversation within a monitoring framework (i.e. digital workspace template) that guided instructional next steps
- CBAM (Concerns Based Adoption Model) educator survey

**Impact on Student Learning**
- Increased written output and more comprehensive reading responses
- More confidence in the use of technology to support reading for meaning strategies and written communication of reading responses (e.g. STT (speech to text), TTS (text to speech)
- Pre/post data from 3 schools: most students moved 1 achievement level
  - Of 16 total target students:
    - 4 students moved from NE1 to Level 1,  4 students stayed at Level 1
    - 4 students moved from Level 1 to Level 2
    - 2 students moved from Level 1 to Level 3, 2 students moved from Level 2 to Level 3

**Did your inquiry change from your original plan? If so, how?**
The only adjustment made to the original plan was the structure of support for schools. In round one, central staff were paired in cross-departmental teams. It was anticipated that in round two (new schools), schools would be supported by one central staff. It was determined that supporting schools in pairs would allow central staff to continue our learning, and provide more thorough support to schools.

**Lessons Learned/Promising Practices  (What lessons learned/promising practices have emerged and can be shared?)**

**Practices Worth Sustaining**
- Intentional instruction and student use of during reading strategies
- Continued use of Google Read and Write tools to support making meaning text and communication of student thinking

**Next Steps**
- Centralized sharing of digital texts
- Continue to explore more precise accommodations in IEP's
- Explore expansion of Read & Write tools to support students communication in writing and mathematics
- Explicit instruction to increase comprehension of big ideas and critical thinking before, during and after reading

**Sharing Results**
**As well as providing the preceding final report, inquiry teams will present at the Ottawa Region PNC May 15th and 16th, 2017, Symposium.  A template for the interim check-up and the final sharing, as well as guidelines for the Symposium presentation will be provided at the regional Orientation Day.**

**G. SUBMISSION**
**Please send this Proposal, signed by your Director, to David Fox, MISA PNC Coordinator by e mail cedarlanesolutions@bell.net as soon as possible and no later than Monday, November 7th, 2016..**