



Boys' Literacy Teacher Inquiry Progress Report – September 2006

"This project has been outstanding for the staff and in turn our boys. It has begun discussions not only about instructional strategies among teachers but has also opened the communication with students and parents. We have boys talking about what they are reading – they have become engaged. Their confidence has grown. The greatest development has been with the staff. Their increased knowledge base and collaborative effort to problem solve and support each other has been remarkable."

Ron Eckert, Principal, St. Patrick Catholic School, Waterloo CDSB

Introduction/Overview

In September 2005, the Ministry of Education invited schools across Ontario to participate in the **Boys' Literacy Teacher Inquiry Project**. Project goals, related to the improvement of boys' achievement in literacy, included contributing to the knowledge base regarding boys' literacy; advancing understanding of and processes related to the development of professional learning communities, and employing action research as "job-embedded" teacher learning. This Teacher Inquiry work is closely aligned with Ministry of Education work both within the Literacy and Numeracy Secretariat and the Learning to 18 initiative.

One hundred and three Teacher Inquiry projects were funded and they are now underway in all parts of the province. Teachers from junior kindergarten through grade twelve are participating in these projects that vary in size and scale. Some involve a few teachers or classes, some the entire school, while others are across divisions, departments, or incorporate several schools.

The **Me Read? No Way!** guide to improving boys' literacy skills contains current research embedded in thirteen specific "Strategies for Success" which have served as an organizing framework for the teacher inquiry projects. Other resource materials were developed to support the teacher teams, including three Work Plan Support Booklets, and a DVD on Teacher Inquiry. OISE/UT researchers provided additional outreach to the team contacts through email and telephone conversations in June. All these new resources are also posted on the Think Literacy website to provide ongoing access for the teams.

In March 2006, the ministry allocated funds for the Teacher Inquiry projects and this Progress Report celebrates the accomplishments of the school inquiry teams for the months of April, May, and June 2006.

This Progress Report has four sections. The first section highlights school-based data collecting, the second section features promising instructional strategies, and the third reports on collaborative team strategies. Examples cited in this report are representative of the many successes noted within the progress reports submitted from all the school inquiry teams.

The fourth section gathers five stories, a sampling of the variety of school inquiry projects being conducted, and outlines in greater depth the overall achievements of those schools. For action research, inquiry-mindedness and evidence-informed conversations to become a way of life, trusting relationships are essential, as well as structured opportunities to learn more about inquiry and practices related to boys and literacy learning. Each of the five case studies demonstrates a synthesis of these key components. A list of all schools, districts and titles of the projects is appended and should prove helpful for future networking. We salute all schools at this early stage in their work, and wish them every success in their '06-'07 endeavours.

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COLLECTING DATA: Innovative ways of collecting and using data

Collecting and analyzing data are key components of teacher inquiry. The interconnected nature of collecting and analyzing to review and modify one's practice is integral to the process and is the basis for ongoing learning. This occurs as data is collected and analyzed throughout the entire process not just at the beginning – that is, the baseline data. The following examples from some of the teams demonstrate these principles as they begin their own “*pattern of thinking, learning and analysis that shape the act, reflect, and revise cycles.*”

(Delong, Black and Wideman, 2005. *Action Research for Teaching Excellence*, p. 29)

At **St. Patrick School**, Atikokan Roman Catholic Separate School Board, the team developed a data plan that consists of a data summary sheet for each individual boy in Grades 1-8. This sheet provides a three-year tracking of:

- report card marks (reading, writing and oral/visual communication);
- CTBS - Canadian Test of Basic Skills (reading, vocabulary, word analysis, spelling, capitalization, punctuation, usage, expression, language results);
- EQAO results; and
- Diagnostic Reading Assessment-DRA scores.

A reading inventory is kept for each boy as well as a writing folder of exemplary work. Each grade has a reading incentive program that will provide the student with 3 opportunities during the year to record their reading. A year end data summation was also developed. Samples of the tracking sheets and summary sheets are available.

Selecting a target group of boys is one of the ways that **Arthur Meighen Public School** in the Avon Maitland Board is implementing their teacher inquiry. The boys were placed in the group based on DRA results. A pre-attitudinal survey was developed and administered to gather data as they implement Literature Circles using graphic novels. Each student in the group has also been given an individual tracking sheet, *Read for the Love of It*, to record their reading selections. They plan to modify their attitudinal survey to include fewer questions and administer it again in the fall.

Teacher surveys and compiled results became the baseline indicator of teacher attitudes, knowledge, and current practice at **St. Basil School** in Bruce-Grey Catholic District School Board. **Reaching Readers Grade 3 Comprehension** assessment was administered to every Grade 3 student in the school as a baseline control group. This group will be compared with the inquiry group which is a selected cadre of 55 students based on benchmarks, report card marks, reading marks and reading foundational skills. Teachers bring level 2 samples of student work to collaboratively use for examining the work with colleagues.

Use of technology was an interesting feature of surveys administered to parents and students at **St. Gregory School** in the Catholic District School Board Eastern Ontario. The online parent and student survey administered in April 2006 provided baseline data on the amount of time spent reading, number of materials being read, materials selected, and attitudes about reading. It also indicated that 90% have a greater awareness now. Student surveys also provided data on topics of interest to boys which, in turn, guided resources selection. The team also created a checklist to record text selection and genre of materials used during instruction as well as a student observation tool that monitors on task behaviour during self-selected reading. They created similar tools for teacher observation and data collection. Feedback and evaluation forms from parents after their Literacy Evening will also form part of their data.

Using the strategy outlined in *Work Plan Support Booklet, Issue 2*, **San Lorenzo Ruiz** (Dufferin-Peel Catholic District School Board) team members looked at their *Indicators of Success* to determine their data sources.

Achievement data achievement
Library circulation data attitude and choice
Surveys completed by students attitude, choice
Observational data attitude, choice, skills

They focused on creating surveys which would give them baseline data to measure both children's attitudes toward reading and their perceptions of how much choice they are given when selecting materials to read. They also looked at borrowing patterns to make purchasing decisions and to understand what the boys' attitudes, choices and borrowing habits were before they could determine what significant increase would be.

Two surveys were created. One, an on-line survey for Grades 3-8 which looked at how children perceived themselves as readers and to give information about what they read in and out of school. A second, simpler paper survey was given to Grades 1-8 to measure how the children felt about the whole school DEAR time. In addition, a boys' focus group was established to solicit information re: reading preferences. The team will examine the patterns and trends in the data in order to make decisions about classroom instruction.

“Our team is fortunate to have representation from every grade, the library and special education. Working together, this professional and positive thinking group has been able to take ideas and re-work them in ways that gives ownership to everyone on the team.”

Teacher Comment

*Another teacher's comment:
“A team of teachers all working with the same goal in mind, is a very powerful thing.”*

COLLECTING DATA: Innovative ways of collecting and using data

activities that combined reading for a specific purpose, healthy snacks, and physical activity. This will be continued because of the initial success. In addition, students' DRA results were placed on a tracking board – allowing each teacher to identify students' independent reading levels, and thus make appropriate decisions about grouping and instruction.

Their commitment to a PLC has resulted in a mentoring program between teachers in their first five years and experienced teachers. They worked collaboratively with the program Team for PD on shared reading, using data to drive instruction, guided and independent reading and differentiated instruction. These sessions relate closely to the boys' literacy teacher inquiry work they are doing.

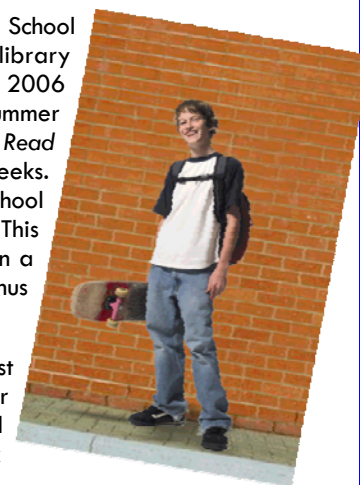
Minto-Clifford Public School, Upper Grand District School Board, devised a unique tool for assessing common writing. The **CHERIC** is a grade - specific combined rubric and checklist. The data collection and analysis carried out by this team became a school-wide focus for an effective writing program. The team examined the data from the writing attitudes survey, the grade team results from the common writing assessment tasks based upon the Ontario Writing Exemplars document and written comments returned by parents. When compared to baseline data and current findings, the use of explicit skill-based instruction and common assessment practices positively demonstrated the validity and reliability of the interventions. Graphical and visual depiction of their data assisted the understanding and clarification of the results and will make it easier to continue the next stage of their inquiry.

The solid use of data collection strategies is reflected in the work being done by **Upsala Public School** in the Upsala District School Board. The boys' school-based reading test scores/analyses, as determined by the PM benchmark and DRA test results, were recorded prior to use of interactive materials and they are being compared to the results subsequent to their use. Gains in achievement have already been noted. Anecdotal observations recorded by teachers prior to and after the use of the materials has also demonstrated a marked improvement in attitude and engagement. A tracking system for detailing the use of kits in the junior classroom for home use and for sharing with family members has been devised and results are tabulated as a basis for resource selection. At this point, initial surveys administered to parents, teachers and students have been analyzed and will be re-administered in the final phases of the inquiry.

The team at **Bishop Macdonell Catholic High School**, Wellington Catholic District School Board developed a reading survey that listed 35 types of reading materials and had a space for other suggestions. They administered it to 121 boys in all grade levels. Interestingly enough, the results supported what we know... focus on action, funny books, books about cars and sports and magazines. A subsequent survey was also conducted to determine if grade 9 boys' interests were similar. Grade 9 boys prefer the same materials; however, they also checked off comic books and books with a variety of points of view. The Special Education teachers have helped select a comprehension test that addresses the essential question, "Does empowering male students by allowing them to choose classroom resources and use them on a daily basis improve comprehension skills and attitudes toward English courses?" The test will be a useful tool to monitor ongoing progress. The teacher-librarian assisted in the selection and display of new materials as well as in tracking the frequencies of use of the book truck materials.

A strong consistent system of data collection is part of the ongoing work of **St. Augustine Catholic High School** in the York Catholic District School Board. Overall marks were collected at the beginning of the semester and then again at the end to determine the impact of specific instructional strategies such as effective note making, and sequencing ideas. Daily non-fiction reading time also became part of their data plan through the use of regular reading surveys. Student attendance before and after interventions was tabulated as to percentage of instructional days missed during intervention. A pre and post **Attitudinal Reading Survey** was administered to both the boys and the girls and was analyzed on a point system. Answers that reflected a positive attitude towards reading were given the highest score, those that showed a negative attitude were given the lowest score. Results were separated into frequency tables and illustrated in bar graphs. The same type of graphing and analysis was done with the attendance records. Illustrating this information graphically and visually provided a solid way of analyzing the data and will provide an opportunity to create valid follow-up and conclusions in the next phase of the inquiry.

Echo Bay School, Algoma District School Board partnered with the community library and all classes visited in spring of 2006 and worked together to provide a summer reading program, *Shoot! Score! Read More!*, a boys' book club, for 6 weeks. Sixteen boys participated in after school



"I was struck by the enthusiasm demonstrated by the boys in my class for borrowing books and reading during independent reading time."

"When boys are enthusiastic, they shine!"

Teachers' Comments

INSTRUCTIONAL STRATEGIES: Teachers supporting student learning and achievement

The following section captures a few of the highlights related to the variety of instructional strategies teachers have been using with their students in the Boys' Literacy Teacher Inquiry Project. In addition, some further examples have been included where the project reports have cited the collaborative benefits of working across panels, across schools, or with partners from home, the community, and the faculties and universities.

Instructional Strategies

At **Howick Central Public School**, within the Avon Maitland District School Board, students in Grades 4 through 6 are separated into **single gender differentiated classrooms**. The boys are instructed by male teachers while the girls are taught by female teachers. This school organizational change has been adopted by a few other schools in the province in the hopes of seeing an increase in the engagement of their boys through this type of an approach.

At **Holy Spirit, St. Kevin, and Marguerite Bourgeoys**, three schools in the Toronto Catholic District School Board, there is a **multi-strategy** approach to increasing boys' literacy. Teachers instituted a **Book in a Bag Program** sending home two books – one that the adult reads to the child and another book for the child to read to the adult. The schools also created **Junior Division focus groups** of students to understand more about their reading experiences. They are hoping to establish an **online writing connection** with students in Australia and will increase their focus on Readers' Theater as the boys "really, really like it!"

At **Chester Public School**, within the Toronto District School Board, each classroom in Grades 2, 3, and 5 completed two full cycles of "**information circles**" focusing on hi-interest information text materials and social interaction. To prepare, each grade team was given time to review professional resources on information circles and to watch a video by Harvey Daniels that modeled the strategies related to Literature Circles across different grade levels. The literacy coordinator visited classrooms and modeled aspects of information circles after which the classroom teachers were able to debrief. They are working on a spreadsheet of titles for information literacy for next year.

At **Foxboro Public School**, in Hastings and Prince Edward District School Board, the students in Grades 1-6 are **focusing on writing**. After administering a baseline writing assessment in December, teachers determined that the students needed to focus on "details". Staff developed six triggers or prompts to guide student thinking. These were: time, money, relationships, work/education, health/safety, and environment. After the post-assessment in April that the teachers all marked together, they found that the use of details, as well as voice, had dramatically improved.

At **St. Alphonsus Catholic Elementary School**, in the Toronto Catholic District School Board, the teachers decided to focus on boys who had scored at level two in their reading. They introduced and reinforced the use of the **3 R's Framework (Re-tell, Relate, Reflect)** with their students and gave each student a reading response journal allowing student choice and ownership over the number of journal entries they were required to submit. In addition, a boys' literacy newsletter was created (*Boys Writing for Boys!*). By the third term, teachers had observed a significant improvement in boys' reading (decoding, fluency, and comprehension), and in the quality of their writing.

For students in JK-5 at **King's Masting Public School**, in the Peel District School Board, the teachers are implementing the **effective reading strategies** as identified by Keene and Zimmerman in their book, *Mosaic of Thought*, 1997, as well as exploring the ideas expressed in the book, *Strategies that Work*, by Harvey and Goudvis, 2000. Resource materials from a number of publishers have been purchased to support the development of these reading strategies; e.g., *Reaching Readers* for guided reading and *Sails, Mainsails*, and *Boldprint* materials for independent reading.

Admaston Public School, Central Public School, and Queen Elizabeth Public School in the Renfrew District School Board collaborated to create and conduct the "One"-der Kids Project for their Grade 1 students. The students' thinking and discovery were stimulated through the introduction and utilization of "wonder-boxes" containing informational texts that allowed students to generate inquires about the world around them. Teachers focused on **explicit teaching of both comprehension strategies and writing strategies** through these non-fiction materials.

INSTRUCTIONAL STRATEGIES: Teachers supporting student learning and achievement

characterization of the protagonist and antagonist; the use of visual features; the integration of visual and text components; and the use of dialogue and heroic patterns.

At **Parkside Collegiate Institute** in the Thames Valley District School Board, the focus is on **critical literacy and the use of graphic novels** for the boys in Grades 7-12. The purpose of the Boys' Literacy Teacher Inquiry Project in this school is to increase the levels of engagement, foster task completion, and improve comprehension skills. A team of teachers developed a generic instructional resource document on the use of graphic texts for Grades 7 and 8 and another for Grades 9 and 10. Some aspects that were identified as key characteristics were: the use of colour to create mood; the

Working Across Schools

Father Leo J. Austen and St. Bernard Catholic Schools, in the Durham Catholic District School Board, have been collaborating with each other on the inquiry work they have been doing with their students in Grades 7-9. Questions that served as a springboard for their shared communication: What type of data is being used? What worked? What additional data could we employ in the coming year? How well did we use this data to inform our instruction? What resources do we have? What resources do we need? **What conversations do we need to have with other staff about the project?** How will we share our information with other staff? How has this inquiry model impacted our teaching practice? What is the importance of a critical friend? They have broadened their collective understanding regarding reading and the assessment of reading, and they have enhanced their communication with the neighbouring high school and the secondary literacy consultants.

Working Across Panels

Cameron Heights and Southwood Secondary Schools, in the Waterloo Region District School Board, are working successfully together with their multiple feeder schools establishing a "**caring community**" approach. Focusing on the strategy, "Be in their corner", described in *Me Read? No Way!*, secondary school guidance counselors work with teams of Grade 8 teachers to help identify students at-risk for the Grade 9 program. These at-risk boys in Grade 9 are then paired with a mentor teacher. These partners meet together outside of regular classroom time to explore and expand upon the students' literacy experiences, attitudes, and interests. Both mentor teachers and students are asked to capture their experiences in journal form as part of the data collection for this inquiry.

Parent Partners

Laggon Public School, in the Upper Canada District School Board, has created a wide-scale push to involve parents of their students in Grades 1-4. Initial parent and student surveys were administered and then followed by **Family Literacy Nights**, three during the past year. The involvement of fathers was emphasized in the invitation. Presentations by the primary teachers focused on how to read to your children, how to choose good materials, and presented a strong rationale for the concept of reading that encompasses comics, manuals, and magazines. There was a full scale Guys Read Event with fathers, grandfathers, and college students sharing the importance of reading in their lives and then reading in small groups with boys.

McKee Public School, in the Toronto District School Board, created an interesting bridge between school and home. Here the Family of Schools Literacy coordinator and the ESL teachers at the school selected potential candidates, from Grades 3 and 4, for participation in the Inquiry Project. The boys were administered reading attitude and interest surveys. What was unusual about this project is that these **surveys were translated into the home language of the students** – Farsi, Korean, and Chinese. In addition, parent surveys were also sent home in these same languages to solicit background information from the parents and guardians and to stimulate dialogue about the home and school connection for these students.

St. Ann School, in the Thunder Bay Catholic District School Board, determined a way to involve both parents and the community. In a campaign entitled, "**Drive the Point Home**", inspired by *Me Read? No Way!*, parents were invited to read with their youngster in the seats of a Smart Car that was loaned to the school from the local dealership and set up on the school grounds. However, students had to earn this privilege. Students who had fully completed their reading log books and activity pages and had obtained their parents' signature were entitled to enter weekly draws for incentives and for the several chances to read in the Smart Car. To top off the school wide connection to the home, the school has created personalized reading bags for the boys in the project with the slogan, "Drive the Point Home".



INSTRUCTIONAL STRATEGIES: Teachers supporting student learning and achievement

Next year, the program will be expanded to include football players from the Tiger Cats team in Hamilton, basketball players from the Raptors, and members of the local Fire Departments.

This is the first time I have seen boys so excited about reading in their classroom. Parents have also commented to me about how enthusiastic their children are about reading these new books. I believe that the enthusiasm stems from building an engaging environment filled with a variety of books and so many choices for reading. As a teacher, it is exciting to see a classroom of boys so eager to read and share what they are reading to others. We have developed PARTNER Reading since beginning this program where children read and talk about what they are reading to each other. This has been highly successful.

Teacher Comment

Community Partners

At **Oakwood Public School**, in the Halton District School Board, boys were invited twice a week on their own time during nutrition break to participate in the **Guys Read Club**. Snacks were definitely included. Community participation was solicited for male volunteers to read to the boys in a one-on-one situation or in small groups. The school was successful this year in recruiting secondary baseball and university soccer players.

William G. Davis Jr. Public School, in the Toronto District School Board, created a **Boys' Book Club** for their students in Grades 2 through 5. The teachers made extensive use of community male role models to support the book club concept. Included in their line-up were the CTV News Anchor Tom Hays, Toronto Marlies (hockey) representatives, Eric Walters, the author, and Ara Sagherian, a spokesperson for the Paraplegic Association. Next year, they hope to have RCMP officers, firefighters, and police officers lined up to participate and support positive reading habits and attitudes.

St. Michael Catholic School, in Algonquin and Lakeshore District School Board, instituted an innovative partnership with Toys R Us. They invited the software gaming representative from that store to come into the school and instruct their boys in this area. Teachers' anecdotal evidence recorded that the students seemed to write more creatively when gaming links were incorporated into the curricular task.

University Partners

At **St. Michael Catholic School**, in the Algonquin and Lakeshore District School Board, the vice-principal is investigating possible links with Dr. David Hutchinson at Brock University and with Natasa Vujanovic, York University.

At **Holy Saviour Catholic School**, in the Superior North Catholic District School Board, three members of the school staff enrolled in and completed the Action Research course at Lakehead University in order to better inform the whole staff on the process of action research in their own school.

The teachers at **Queen of Peace Catholic Elementary School and Cardinal Carter Secondary Catholic School**, in the Windsor-Essex Catholic District School Board, have been liaising with Professor David Booth at the Ontario Institute for Studies in Education. He has met with the administration and team contact to discuss strategies and resource use. They have also invited author, Nino Ricci, to speak with students in Grades 5 and 8 and have acknowledged the board's support in supplying data information and computer hardware and software to support this project.



COLLABORATION: Shared inquiry and professional learning

Inquiry teams used educator expertise both from within the school (e.g., literacy lead teachers, student success teachers) and from sources outside the school (e.g., program coordinators and consultants, speech pathologists, psychologists, and other members of the student services teams).

In some cases, university faculty were invited as inquiry team members to participate in the dialogue and several schools used a variety of community supports, such as School Community Councils and individuals or groups from the local community. Below are samples of inquiry teams working collaboratively to raise boys' literacy achievement.

Working Effectively to Get the Job Done

At **St. Michael Catholic School**, within the Algonquin and Lakeshore Catholic District School Board, the school inquiry team decided to break into sub-task work teams with specific areas of focus such as: Data Collection/Instruments and Tools; Literature Search; Education Game Selections; Community Information Sharing; Professional In-servicing. Similarly, **St. Gregory Catholic School**, in the Catholic District Board of Eastern Ontario, established sub-committees to plan and research topics emerging from student surveys and then conducted collaborative follow-up with the entire staff.

A large cross-panel team of schools from the **District School Board of Ontario North East** are working together. Often their meetings focus on deepening and enhancing strategies learned at sessions held by the Literacy and Numeracy Secretariat. Interdivisional follow-up helps to reinforce the implementation of the strategies outlined in **Me Read? No Way!** Effective and efficient collaborative time is a real bonus when there are large distances between schools.

Strategies to sub-divide workload can work well in mid-sized or larger school communities. This approach was exemplified by **Armstrong Public School**, in the Northern District Area Board, where the team has become even stronger as teachers and administrators have assumed specific tasks: classroom teachers focusing on the inquiry and classroom strategies; principal and Native Language Instructor in advisory and community liaison roles; and special education staff organizing initiatives and collecting and organizing data.

Employing Team Learning Strategies

Many team learning strategies that work well for students work equally well with adult learners. **St. Peter Catholic School**, in the Algonquin and Lakeshore Catholic District School Board, developed a teacher questionnaire, which was used individually and then reviewed collaboratively. Questions ranged from teacher perceptions of the inquiry process, connections with school improvement planning and data collection tools presently used in each teacher's classroom.

Many teachers use the KWL charting strategy to assess prior knowledge and focus learning of students. The inquiry team at **St. Basil's Catholic School**, in the Bruce-Grey Catholic District School Board developed a similar chart to provide additional information about teachers' current level of understanding about boys' literacy. The survey included information on instructional practices presently underway in classrooms to teach effectively to both genders. The team plans to revisit responses at the conclusion of the inquiry process.

The initial activity used by the **Southwood Park Public School**, in the Durham District School Board, aimed to uncover specific needs observed by individual classroom teachers related to boys and literacy. Shared reflection led to a list of common concerns at specific grade levels and beyond. This list has driven professional development decisions for the school's inquiry team.

Echo Bay Central School, in the Algoma District School Board, employed a mentorship strategy designed to partner new teachers with experienced teachers. These teacher teams worked together to determine appropriate resources for their inquiry and to develop shared understanding of teaching strategies in the areas of Guided and Shared Reading and Differentiated Instruction for their Intermediate grade students.

COLLABORATION: Shared inquiry and professional learning

Study Groups

These are proving to be effective forums to increase overall understanding of issues related to boys' literacy and to survey research literature. The experience of a study group allows for the growth of a shared vocabulary and a sounding board for

professional discussion. Junior and Senior Kindergarten teachers engaged the entire school staff at **Smith Public School**, in the District School Board of Niagara, with the book, *Why Gender Matters* by Leonard Sax. Cross-panel school teams from **Father Leo J. Austin and St. Bernard Catholic Schools**, within the Durham Catholic District School Board, chose to read a wide variety of professional articles related to boys' literacy and adolescent learning. Each staff member involved was asked to create a placemat summarizing important understandings from their article to share with the group. At **Hillcrest Community School**, within the Toronto District School Board, school inquiry teams purchased multiple copies of key professional resources and have read and discussed these collaboratively. *Guys Write for Guys Read* by Jon Scieszka has been a favoured title to date. *Reading Essentials* by Regie Routman was the focus for the study group from **Holy Family Catholic School**, in the St. Clair Catholic District School Board. At **Dr. G.J. MacGillivray School** in Kawartha Pine Ridge District School Board, inquiry teams read the text, *Six Plus One Traits*, from the Northwest Regional Educational Laboratory, and after concluding each chapter, taught lessons using the chapter specific strategies. Following each lesson, whole team discussion occurred. In the **William G. Davis Jr. Public School**, in the Toronto District School Board, teachers had "literacy luncheons" to share best practices and debrief professional reading.

Modelling

Modelling of new instructional strategies was undertaken in several schools involved with the Boys' Literacy Inquiry. **The Thames Valley District School Board** project involves six schools and these staff members attended demonstration sessions conducted by learning coordinators on lessons involving the use of graphic texts. These modelled demonstrations were then followed by team discussion.

The school team in **Southwood Park Elementary School**, in the Durham District School Board, engaged the services of the district accountability and assessment department in collaborative reflection and analysis of school data. In the **Bishop Allen Academy Catholic High School**, in the Toronto Catholic District School Board, collaboration among the Guidance and Special Education department colleagues was a feature of their inquiry.

Technology

School teams are **using technology** to stay connected with each other and to reach out to other partners. In particular, **Parkdale Public School**, in the Toronto District School Board, created and aired live broadcasts of 'book talks' during the weekly show "Parkdale Live". These broadcasts also highlighted exemplary teaching practices that could be easily implemented into all classrooms. Teachers on the inquiry team at **Agnes Macphail School**, in the Toronto District School Board, have corresponded frequently using e-mail as a tool to make decisions regarding book purchases for their boys. At **Brebeuf College School**, in the Toronto Catholic District School Board, teachers have extended their work with boys' literacy in an online forum for boys with the mentorship of teachers. Teacher candidates from OISE/UT participated in the online forum, acting as models for students. Teachers have shared their findings on boys' reading preferences and trends with all teacher candidates at the Ontario Institute for Studies in Education of the University of Toronto. There are nine school teams involved in a project in the **Hamilton-Wentworth Catholic District School Board**. To stay in contact and to share insights from several full team in-services, Junior and Senior Kindergarten teachers are using e-mail conferencing. In the Peel District School Board, the inquiry team at **Worthington Public School** utilizes a web blog to post game definitions (part of their project) and to share effective teaching strategies.

At **St. Alphonsus Catholic School**, in the Toronto Catholic District School Board, the inquiry team produces a monthly newsletter for all teachers, updating their progress, and offering instructional suggestions and next steps for advancing boys' literacy achievements.

Examination of Student Written Work

At **Dr. G.J. MacGillivray School**, in the Kawartha Pine Ridge School District, teachers collaboratively marked student writing samples and then developed their own school specific leveled writing samples. This has proven to be a very powerful job-embedded strategy for inquiry teams. Likewise, teachers at **Foxboro Public School**, in the Hastings and Prince Edward District School Board, used consensus marking with several samples of boys' writing. The inquiry team at **Admaston Public School**, in the Renfrew County District School Board participated in joint marking of writing, isolating several key areas for follow-up teaching after each session. Inquiry teams collaboratively developed a rubric, checklist, and interest survey to be used to assess student work and then participated in a joint marking of the final student projects.

CASE STUDIES: Implementing inquiry practices in schools

St. Peter Catholic School, Algonquin and Lakeshore Catholic District School Board

St. Peter Catholic School is located in the northern part of the city of Kingston and has an enrollment of 154 students. The student population is predominately English speaking; however, they have a notable number of students who do not speak English as their first language, a significant number of students with special needs, and some students who tend to be transient, attending three or more schools since Grade 1.

At St. Peter Catholic School, the Boys' Literacy Teacher Inquiry Project focuses on the reading and writing connection for boys.

Grades 4-8 boys achieving Level 2 on the EQAO tests were provided this past year with opportunities to select relevant materials and share ideas in literature circles. Teachers focused on the development of boys' thinking skills and used writing folders to assist with the writing process. The School Council, parents, and male role models were enlisted to promote positive attitudes related to reading and writing.

"The Boys' Literacy Inquiry process has been very interesting and challenging. It affords an opportunity for the team members to analyze and reflect on current classroom practice, best practices, targets, and data collection and analysis... Our team is underway! We are discussing indicators of success, strategies and resources... to move boys along in the areas of reading and writing."

Bonnie Henderson, Principal
St. Peter Catholic School

All the resources for the classrooms and the library were purchased with the assistance of a boys' cross-grade committee who selected and advised on all the titles.

Results from the quantitative measures (report cards, Harcourt assessment, CASI/CAT3) administered in June demonstrated evidence of more effective reading and writing skills. Results from the qualitative measures (student and teacher surveys) revealed that the students increased their confidence and gained more satisfaction from their accomplishments as readers and writers.

Future work this fall will include the development of a school-based tracking system to organize data on library usage and reading selections and the refinement of the boy's survey on reading preferences and attitudes.

Sudbury Secondary School, Lansdowne Public School, and Wembley Public School, Rainbow District School Board

The one high school and two feeder schools involved in this project are located in Sudbury and share concerns over the low academic achievement and attendance of their urban male students. The overall goal of the school collective is to track students from Grade 8 to the OSSLT and strive for an increase in student success along with a significant improvement in the attendance, credit accumulation, and overall academic achievement of these students.

Their collective project entitled, "Reading Rocks," was designed to positively impact boys' academic performance, literacy skills, and attendance at both grades eight and nine through the use of differentiated teaching strategies and the provision of a diverse collection of materials that would appeal to adolescent boys.

A hallmark of this project to date has been the collaborative efforts of teachers in both panels who worked together to analyze the data generated by the surveys to determine trends, strengths, and areas of challenge. Participation in a staff professional reading group with the support of the board coordinator and program consultants, enabled the teachers to implement the reading strategies from Michael Smith's and Jeffrey Wilhelm's book, *Reading Don't Fix No Chevys*, 2002. Future work will continue to focus on literature circles but will be expanded to include reading response journals, guided reading and shared reading strategies.

"In our Boys' Literacy Work Plan, our first priority was to ensure success for all students with an emphasis on literacy... a second priority was to build learning communities where staff share best practices and engage in professional learning that directly impacts the students in their classroom."

Sandra Briscoe,
Team Contact
Sudbury Secondary School

CASE STUDIES: Implementing inquiry practices in schools

Don Mills Collegiate Institute, Toronto District School Board

Don Mills Collegiate Institute is located in the heart of Toronto and has a student population of 1067. It has a higher average number of English Language Learners than elsewhere in the board (69% versus 50%). Males in the Applied English courses in this school have experienced a high failure rate.

The focus of the Boys' Literacy Inquiry Project is learning about male students' out-of-school literacy interests and capitalizing on this knowledge in school through diversifying materials and instructional strategies.

Teams of Grades 9 and 10 teachers are exploring whether "Having the Right Stuff" in a variety of subjects and "Building a School-Wide Focus" on literacy will improve males' scores in high-stakes testing as well as their attitudes towards literacy. Both these strategies are described in *Me Read? No Way!*. A target group of 24-28 boys whose scores on standardized testing were below grade level were initially selected. In one memorable incident, the teachers commented that, "They saw incredulity morph into enthusiasm when a few of the boys became convinced that the school was indeed subscribing to popular-culture magazines." The team developed a curriculum to prepare Grade 10 students for the OSSLT and the school conducted a focused program for another 106 at-risk students. Four weeks of intensive after school support was offered prior to the test. A team of six teachers, each of whom developed a particular expertise, provided instructional support for the students. The school goal was an increase of 5% in the OSSLT scores and the results showed that improvement was at 7% after the March 2006 testing.

Another committee of teachers developed a program for all the Grade 9 students that merged the presentation skills of a dub poet, a storyteller, a singer songwriter, and a young adult author. After the author Don Trembath appeared, his popular youth fiction book, *Rooster*, flew out of the library.

Future work this fall will continue the focus on the use of evidence-based strategies, the purchase of more non-fiction titles, the resumption of the literacy club (peer-tutoring project), and the establishment of a permanent liaison committee with the local middle school.

"Jean Sonmor and her committee have put many hours into their inquiry project. Students are already showing the benefits of their hard work and dedication."

Cindy Browne, Principal
Don Mills Collegiate Institute

Minto-Clifford Public School, Upper Grand District School Board

Minto-Clifford is a rural school in Harriston in southwestern Ontario, situated near the city of Guelph.

In 2003-04, the Grade 3 EQAO results prompted the need for the school to address the issue about their boys' writing achievement. The boys' success rate was less than half that of the girls.

In order to address this concern, the Grades 1-4 team examined whether the strategic use of graphic organizer writing frames, daily teacher modeling, explicit skill-based instruction, student practice, and regular, targeted, and individualized feedback translated into improved boys' writing performance.

Teachers involved in this Boys' Literacy Inquiry work, started by investigating and selecting teacher and student resources, such as graphic organizer software to build a strong writing program. With the support of the board program services department, they participated in professional development which focused on several explicit writing instruction programs and shared their learning with the entire staff to build school capacity. The in-service addressed the specific trait of Organization, one of the components in the *Six Traits of Writing* Program, by the Northwest Regional Educational Laboratory. As a result, all teachers used common writing writing assessment strategies and they collected the data results to inform programming decisions.

A teacher on the project designed a cheric (combination checklist and rubric) that became a school-wide tool for common assessment and for specific feedback to students and parents. Grade teams scored writing assignments together. They used the Ontario Curriculum Writing Exemplars to discuss the levels and clarify their understanding of the criteria. This collaboration has resulted in writing assessment practices that are more valid and reliable.

It became evident that the use of graphic organizers made it easier for students to write and that computer software improved their organizational skills. In addition, they developed attitudinal surveys related to writing and shared these results. This baseline data will allow them to compare future results when the survey is administered again next year to determine how using graphic organizers, computer technology, direct instruction, common assessments, specific feedback, and exemplars affect student beliefs and attitudes towards writing. Teachers commented that, "They have never felt more confident in discussing a child's writing and explaining their report card marks to students and parents."

"This year teachers worked collaboratively on the school-wide initiative to improve boys' literacy skills by concentrating on the writing program we deliver and by making our marking (processes) transparent for all staff, students and parents. The growth in our students' confidence and competence in writing is clear!"

Wilma Shannon, Principal
Minto-Clifford Public School

CASE STUDIES: Implementing inquiry practices in schools

St. Augustine Catholic High School, York Catholic District School Board

St. Augustine Catholic High School focused their Boys' Literacy Teacher Inquiry on targeted instructional strategies to improve boys' reading and writing skills with non-fiction texts. The students in Grades 9 to 11 were lacking in their ability to read and analyze non-fiction effectively and then process and write appropriate responses.

Baseline data that was collected consisted of reading surveys, evaluation of effective note-making and research writing, student attendance, and a teacher survey. The collaborative team, consisting of the teachers from the Science department and the Library, focused on resource selection of non-fiction supplementary materials and the creation of lesson plans and units to integrate the instructional strategies. The lessons included emphasis on specific writing skills (point form, note-making, paraphrasing, outlining) and the use of graphic organizer software to organize written reports and transfer information from text into their own words. Already, there is evidence that this type of collaborative and detailed planning and teaching is making a difference with these boys. Students are assessing their own work using checklists before and after targeted instruction and at the end of the course. Learning Skills indicators will be compared from courses prior to this inquiry, during, and after implementation.

The integration of technology through instructional, organizational software (*Smart Ideas, Inspiration*) is engaging the boys and assisting them with organizing ideas in writing. Teachers have become very involved in collecting the data and working through a consistent framework to follow-up on results as they see these strategies making a considerable difference in their students' achievement.

"This project demonstrated ambitious collaboration. It functioned to build capacity in our professional learning community...The increased student engagement in non-fiction reading was clearly evident. There was notable positive feedback from students and staff members ...(who) look forward to continued work on this inquiry."

Ron Crocco, Principal
St. Augustine Catholic High School

Having the Right Stuff: Acquiring a wide range of resources

School teams received ministry funding in March '06, and many teams had earmarked funds for the purchase of classroom and library resources of both broad appeal and suited in particular to boys. "Offering a rich and varied mix of materials and being mindful of boys' reading preferences can go a long way towards building an engaging and inviting reading environment for boys", is highlighted in *Me Read? No Way!* as a key strategy to promote boys' literacy. School teams employed a variety of interesting strategies to make decisions on appropriate resources to purchase with project funding.

Echo Bay Central Public School, in the Algoma District School Board, worked collaboratively with their Program Team – a group of teachers on special assignment - to determine best choices for resources. Many schools relied on the expertise of school-based and community library services, as did the **Graham-Bell Victoria Public School**, in Grand Erie District School Board. **G.B. Little Elementary School**, in Toronto District School Board, combined results of boys' reading preferences surveys and expert recommendations to determine best resources. Schools have developed a variety of methods to store the materials. **Egremont Community School**, in the Bluewater District School Board, has developed a bookroom of leveled books and resources, which seems to be a popular approach. Many other schools shored up classroom libraries and still others added purchases directly to their school libraries and are monitoring interest through library check out data. **Rosethorn Junior School**, in the Toronto District School Board, created their leveled library and classroom bins to include English and French books as appropriate for their dual - track school.

BOARD	SCHOOL	PLAN TITLE
Algoma DSB	Echo Bay Central School	Get Booked
Algonquin and Lakeshore CDSB	St. Michael Catholic School	Utilizing Techno-literature Gaming Circles to Improve Boys' Literacy
Algonquin and Lakeshore CDSB	St. Peter Catholic School	The Reading and Writing Connection for Boys
Algonquin and Lakeshore CDSB	Regiopolis-Notre Dame Catholic High School	Building a Reading Community at Regiopolis-Notre Dame
Avon Maitland DSB	Howick Central Public School	Junior Division Literacy Proposal to Improve Boys' Reading
Avon Maitland DSB	Arthur Meighen Public School	Helping Intermediate Boys to "Read for the Love of It"!
Bluewater DSB	Egremont Community School	The Role of Purposeful Talk in the Literacy Achievement of Boys
Bruce-Grey CDSB	St. Basil's School	Non-Fiction Instructional Practices to Improve Boys' Literacy
District School Board of Niagara	Smith Public School	Engaging Parents in Boys' Literacy
Catholic DSB of Eastern Ontario	St. Gregory Catholic School	Believe It or Not Boys Are Readers
District School Board Ontario North East	Queen Elizabeth Public School Kirkland Lake Collegiate & Vocational Institute Iroquois Falls Secondary School Englehart High School Charlton Savard Public School King George Public School Cochrane Public School W. Earle Miller Public School Flora MacDonald Public School New Liskeard Public School	Me Read? YES and I'm Loving It!
Dufferin-Peel CDSB	St. Andrew School	Improving Boys' Literacy Skills
Dufferin-Peel CDSB	San Lorenzo Ruiz School	Boys and Books: Bringing Them Together Promoting Boys' Literacy
Dufferin-Peel CDSB	St. Jean Brebeuf School	Boys CAN Love to Read
Durham CDSB	St. Bernard Catholic School Father Leo J. Austen Catholic Secondary School	Boys' Literacy
Durham DSB	Southwood Park Public School	Keep it Real: Reading and Writing Relevant to Boys
Grand Erie DSB	Graham Bell-Victoria School	Seeking To Improve Boys' Reading Scores and Interest By Getting The Right Books into Their Hands
Greater Essex County DSB	Northwood Public School A.V. Graham Public School Kingsville Public School Eastwood Public School Southwood School Harrow Senior Public School Victoria Public School	Boys and Literacy: Critical Literacy Project
Halton CDSB	St. Timothy Catholic Elementary School	Coaching Boys Towards Literacy
Halton CDSB	Holy Rosary Catholic School	Engaging our Reluctant and Struggling Male Readers
Halton DSB	Hawthorne Village Public School	Bringing Literacy to Life Through the Arts
Halton DSB	E. C. Drury High School	Harnessing Boys' Attraction to Computers to Stimulate their Literacy Development
Halton DSB	Lakeshore Public School	How Will the Influence of Various Role Models Affect the Reading Abilities and Attitudes Of Boys In Grades 1 and 2?
Halton DSB	Pineland Public School	Buddies Building... Bridges to Books: Improving the Reading Comprehension Skills of Boys at Pineland Public School
Halton DSB	Oakwood Public School	Improving Reading Attitudes and Comprehension Levels of Boys in Primary Grades
Hamilton-Wentworth CDSB	Holy Family Holy Name of Jesus St. Ann St. Brigid St. Columba St. Helen St. Lawrence St. Mary Elementary St. Patrick	Improving Oral Literacy in Kindergarten Boys in Schools with High Numbers of Students Living in Poverty

BOARD	SCHOOL	PLAN TITLE
Hamilton-Wentworth DSB	Adelaide Hoodless Elementary School	Using Non-Traditional Resources to Motivate Boys' Literacy
Hamilton-Wentworth DSB	Bellmoore Public School	Teacher Inquiry into "Right Stuff" For Boys' Literacy
Hastings and Prince Edward DSB	Foxboro Public School	Writing: Improving Boys' Writing
Huron-Perth CDSB	St. Mary's Catholic School	St. Mary's Listowel Boys' Literacy Improvement Project
Huron-Superior CDSB	Sister Mary Clare School	Have The Right Stuff: Choosing Appropriate Classroom Resources for Boys
Kawartha Pine Ridge DSB	Dr. G. J. MacGillivray School	Alternative Choices for Boys' Voices
Keewatin-Patricia DSB	Beaver Brae Secondary School	Integrated English/Technology Class
Kenora CDSB	Our Lady of the Valley School	6+1=Success
Lakehead DSB	Five Mile School and Gorman and Ware School	Engaging Boys in Active Literacy: Learning Styles and Brain-Compatible Reading and Writing
Lambton Kent DSB	High Park School	Effectively Engaging Boys Currently Achieving Level 2 in Reading or Writing Through the Use of Specific Teaching Strategies and Male-Oriented Resources
Limestone DSB	James R. Henderson Public School	Closing the Gap: A Teacher Inquiry of Boys' Literacy At J.R. Henderson P.S.
London DCSB	St. John French Immersion Catholic School	Meeting the Literacy Needs of Our Male Second Language Learners - Resource Selection
Near North DSB	Land of Lakes SPS	The Boys' Reading Challenge
Niagara CDSB	Canadian Martyrs St. Nicholas School St. Vincent de Paul	"Talk Makes a Difference"
Nipissing-Parry Sound CDSB	St. Joseph-Scollard Hall	Before And After: Literacy Levels for Success
Northeastern CDSB	St. Paul Catholic School	Improving Boys' Attitude Towards and Motivation To Read
Northwest CDSB	Sacred Heart School	The Power of Reading Comprehension
Ottawa-Carleton CDSB	St. Michael School	Parental Involvement and Boys' Literacy
Ottawa DSB	A. Y. Jackson Secondary School	Involving the Stakeholders in Boys' Literacy
Peel DSB	Worthington Public School	Engaging Boys' Literacy Through Family Experiences and Traditions
Peel DSB	King's Masting Public School	Effective Reading Strategies for Boys
Peterborough Victoria Northumberland and Clarington CDSB	St. Paul Catholic Elementary School	Changing Boys' Attitudes Towards Reading and Writing
Rainbow DSB	Sudbury Secondary School Lansdowne P. S. Wembley P. S.	Reading Rocks: Strategies and Resources to Positively Impact Boys' Academic Performance And Attendance
Rainy River DSB	Robert Moore School Donald Young School	Make It a Home Habit With a Positive Role Model
Renfrew County Catholic DSB	St. Anthony's Catholic School	The Effect of Mentoring on Boys' Literacy Skills and Attitudes Towards Reading
Renfrew County DSB	Queen Elizabeth Public School Admaston Public School Central Public School	"One" - der Kids
Simcoe County DSB	Bear Creek Secondary Holly Meadows Elementary School	The Right Stuff: Self, World, and Text Connections for Adolescent Boys
St. Clair CDSB	Holy Family Catholic School	Journey on the Road of Reading: Building Independent Reading in Our Classrooms
Sudbury CDSB	St. James School	St. James School's Teacher Inquiry Project
Sudbury CDSB	St. Paul the Apostle Catholic School	Will a Change in Reading Strategies Affect Attitude and Achievement?
Superior North CDSB	Holy Saviour School	Teaching Literacy Through the Arts
Thames Valley DSB	Northdale Central Public School Chippewa Public School H.B. Beal Secondary School Parkside Collegiate Institute Huron Park Secondary School Glencoe District High School	Using Graphic Texts to Improve Boys' Literacy
Thunder Bay CDSB	St. Ann School	Drive the Point Home

BOARD	SCHOOL	PLAN TITLE
Toronto CDSB	St. Alphonsus Catholic Elementary School	Listen to My Story! Boys Demonstrate Higher Order Thinking Skills in Reading Responses.
Toronto CDSB	St. Edward Catholic Elementary School	Break into Books
Toronto CDSB	Holy Spirit St. Marguerite Bourgeoys St. Kevin Public School	A Reason to Read
Toronto CDSB	Bishop Allen Academy Catholic High School	Making a Difference in Boys' Literacy Through Studies in Sports Literature
Toronto CDSB	Brebeuf College School	Brebeuf College School Reading Forum and Mentorship Program: An OISE/UT and TCDSB e-Learning Collaboration
Toronto CDSB	Father Henry Carr School	Are Boys More Engaged When Reading Graphic Novels Than They Are When Reading Traditional Text?
Toronto DSB	Rene Gordon Elementary School	Improving Boys' Attitudes and Achievement in Reading Through Data-Driven Targeted Teaching
Toronto DSB	McKee Public School	Let Them Talk, Appealing to Boys' Need for Social Interaction
Toronto DSB	Tom Longboat Jr. Public School	The Silver Birch Project
Toronto DSB	Roden Public School	Electronic Graphic Organizers
Toronto DSB	Parkdale Public School	Parkdale Public School Boyz' Reading Club
Toronto DSB	Hillcrest Community School	Hillcrest's Boys Literacy Action Plan
Toronto DSB	Chester Elementary School	Non-Fiction Literature Circles - Chester Elementary School TDSB
Toronto DSB	Rosethorn Junior School	Improving Reading Skills in Boys Achieving at Level One or Two at Rosethorn Junior School
Toronto DSB	Agnes Macphail Public School	"Bleach" & "Bone", Manga Maniacs and Writing Reviews: Graphic Novels in F.R.E.D. Time and in Curriculum Delivery
Toronto DSB	Keele Mountview Public School	How Can We Use Boys' Preferences to Build an Engaging Environment for Reading and Writing in the Classroom?
Toronto DSB	G. B. Little School	Choosing Appropriate Reading Resources to Engage Boys as Readers
Toronto DSB	William G. Davis Jr. Public School	Will Utilizing Positive Role Models Both at Home for Book Bag Programs and at School for Book Clubs Improve Boys' Attitudes Toward Reading and Student Achievement?
Toronto DSB	Whitney Public School	Can a Comprehensive Literacy Program of Nonfiction and Fiction Materials, Selectively Suited To Meet The Interests and Needs Of Young Male Readers, Improve Their Reading Scores?
Toronto DSB	The Elms Junior Middle School	Leap into Literacy! An Activity-Oriented Approach to Boys' Learning
Toronto DSB	Kensington Community School	How Does the Type of Reading Material Available Affect Boys' Behaviours and Attitudes Toward Reading?
Toronto DSB	West Glen Junior School	Boys' Reading Inquiry at West Glen
Toronto DSB	Western Technical and Commercial School	Later Literacy Intervention Program
Toronto DSB	West Hill Collegiate Institute	The Right Stuff: Providing Time and Resources with the Goal of Increased Boys Literacy and Achievement
Toronto DSB	Don Mills Collegiate Institute	Building on Males' "Out-of-School" Literacy through Diversifying Materials and Instructions.
Toronto DSB	Dr. Norman Bethune Collegiate Institute	What Are the Effects on Boys' Literacy Skills When Exposed to A Wide Variety of "High-Interest" Reading Materials?
Trillium Lakelands DSB	Riverside Public School	Male Mentors Making a Difference
Upper Canada DSB	Gladstone Public School	Kindergarten Boys' Buddy Reading and Book in a Bag
Upper Canada DSB	Laggan Public School	BOYS AS READERS Purposeful Programming in Building Enthusiasm for Literacy
Upper Canada DSB	Maynard Public School	Improving Boys' Literacy Skills
Upper Grand DSB	Minto-Clifford Public School	Making Connections: Boys and Writing

BOARD	SCHOOL	PLAN TITLE
Waterloo CDSB	St. Patrick School	Boys' Literacy - Bridging the Gap with Shared & Guided Reading
Waterloo Region DSB	Cameron Heights CI Southwood Secondary School	Ability Follows Attitude: Inquiry into the Impact of a Caring Mentor Teacher on the Attitude Towards Literacy and the Academic Success of "At-Risk" Boys
Wellington CDSB	Bishop Macdonell Catholic High School	Resources that Engage, Accommodate and Develop Boys
Windsor - Essex CDSB	St. Anne High School	Managed Choice Text Sets and Their Impact on Boys' Literacy Skills
Windsor - Essex CDSB	St. Joseph High School	He Reads, He Scores
Windsor - Essex CDSB	Queen of Peace Catholic Elementary School Cardinal Carter Secondary Catholic School	The Impact of Student-Selected Resources and Engaging Literacy Strategies on Boys' Writing and Reading Achievement
York CDSB	St. Augustine Catholic High School	Keeping it Real!: Strategies for Success with Nonfiction
York Region DSB	W. J. Watson Public School	Improving the Literacy Levels of Intermediate Boys Living within a Sports Culture
Atikokan Roman Catholic Separate School Board	St. Patrick School	Boys' Literacy Initiative
Hornepayne Roman Catholic Separate School Board	Holy Name of Jesus School	Balanced Literacy: An Improved Focus on Boys' Reading Interests
Northern District School Area Board	Armstrong Public School	Expanding the Resources: Making Reading More Interesting for Aboriginal Boys
Upsala District School Area Board	Upsala Public School	Engaging Boys Through the Use of Reading Manipulatives
Provincial Schools Branch	Robarts School for the Deaf	Family Literacy Backpacks

