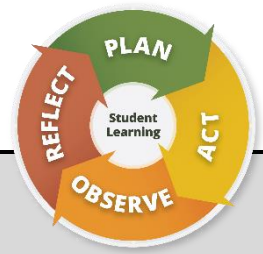


# Collaborative Inquiry Template

## Sharing & Documenting our Learning



**School:** McGirr Elementary School

**Inquiry Team Members:** All Staff

**Related School Goal:** By June 2022, students will better understand, identify and acknowledge emotions and feelings, and develop personal strategies to become more resilient.

**Question(s) of inquiry:** How do we normalize challenges? How will we teach students personal strategies to be more resilient? How can we best develop our SEL knowledge?

### PLAN

**Scanning:** *What's going on for our learners? How do we know? Why does this matter?*

Our students often demonstrate a lack of problem-solving skills and the inability to use clear language and their words to express their emotions and feelings. This negatively impacts their relationships & learning.

**Focusing:** *Where will concentrating our efforts make the most difference? How are we contributing to this situation? All students will benefit from our SEL goal; however, our (H) designations, early primary and anxious students can be a focus of additional supports and tracking to evaluate improvements and changes.*

### ACT

**New Action:** *What can we do differently to make enough of a difference? (actions, interventions, strategies) Common language throughout school by all staff. Use Carol Dweck's Growth Mindset for PLC guiding text in teaching optimism, growth and change outlooks & attitudes with our students. Create a Scope and Sequence K-7. Directly teach the Zones of Regulation across all grades. WITS. Teachers use the EASE training and resources with students. Build K-7 EASE kits for library.*

**New Learning:** *How and where will we learn more about what to do? (resources, research, experts, etc...)* Invite presenters to pro-d and PLCs at McGirr to support and strengthen students' overcome challenges. Sprints based on books, presenters and research in Social-Emotional Learning.

### OBSERVE

**Checking:** *Have we made 'enough' of a difference?*

Pre and post assessments (Self-assessments, questionnaires, narratives) on students re: Growth Mindset, resiliency, managing emotions, conflict management, perseverance in difficult tasks, etc.

**Evidence:** *How do we know? What evidence do we have to show our impact?*

*Data to include grade 4 & 7 Student Learning Surveys (including our school questions); Think Sheets and Office Referrals, Grade 7 Self-Assessments on tests and quizzes. Develop a primary self-assessment tool. Attendance and lates data for highly vulnerable learners over time. Baseline data in spring of 2020.*

### REFLECT

**Lessons Learned:** *How and when will we share our progress and insights?*

*Inform our larger school goals with data and results from smaller inquiries and sprints during the school year. Periodic reporting out from each grade-level/inquiry group in the fall, winter and spring during Professional Learning Communities.*

**Next Steps:** *What are our next steps for students? What do we need to learn more about?*

We need to learn more about how our students understand theirs and others' emotions and feelings. We need to collect and assess anecdotal and quantitative data on students' ability to know how to manage emotions, solve problems and get along with others. We need to review and teach the EASE curriculum that staff were trained in on October 11 2019.

