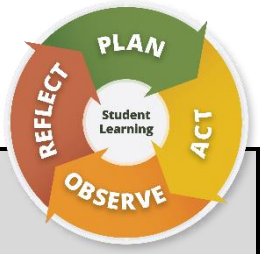
Collaborative Inquiry Template

Sharing & Documenting our Learning



School: McGirr

Inquiry Team Members: All Staff

Related School Goal: By June 2022, McGirr students will demonstrate growth in the 4 tenets of computational fluency (flexibility, appropriate, strategy use, efficiency and accuracy).

Question of inquiry: How do we assess/evaluate/report on students' computational fluency in each grade level? Do students feel they can cope/are learning strategies? How do we engage parents?

PLAN

Scanning: *What's going on for our learners? How do we know? Why does this matter?*
Students struggle with math anxiety, communicating, and representing their thinking in math. Lessons and formative assessments show a lack of critical thinking and perseverance in math.

Focusing: *Where will concentrating our efforts make the most difference? How are we contributing to this situation? Daily instruction (Tier 1) and in our targeted learning groups (Tier 2). Changing practice to focus on research informed best practices. Sharing & presenting great math lessons and strategies with staff at PLCs (e.g., Jo Boaler's Math Talks), One-Eyed Jacks session at Randerson Feb.2020 Pro-d.*

ACT

New Action: *What can we do differently to make enough of a difference? (actions, interventions, strategies)*
Create performance 'can do' tasks teaching flexibility. Developing school grade-level assessments and rubrics. Use manipulatives and games to introduce/reinforce concepts. Assessing students' attitudes towards math: Do they feel that they are learning strategies? Use 10-frames and dice and board games regularly. Explicitly teach numeracy vocabulary and have word benchmarks for each grade. Students must verbally explain their thinking. Less algorithmic to strategic, creative approach to math problems.

New Learning: *How and where will we learn more about what to do? (resources, research, experts, etc…)*
Use books and websites (Jo Boaler) to anchor PLC discussions and Sprints in math instruction. Analyze and learn the new Island Numeracy Assessment formative assessment tool for use annually. Share promising practices and research in Sprints and inquiries, and report out to staff in the fall, winter and spring.

OBSERVE

Checking: *Have we made 'enough' of a difference? Are teachers adapting and adjusting their math instruction and assessment practices based on the inquiries/Sprints and current research? Are students more confident greater computational fluency as measured by data below?*

Evidence: *How do we know? What evidence do we have to show our impact?*
Data to include Grade 4-7 Island Numeracy Assessment (formative), Grade 4-7 DMA (diagnostic), Grade 3 DMA, Report Card results, Grade 4 & 7 FSA results year-to-year, and teacher anecdotal evidence. Student self-assessments on their attitudes and abilities in math in general, and computation fluency specifically.

REFLECT

Lessons Learned: *How and when will we share our progress and insights?*
Gathering student performance data, collating, and sharing twice annually (fall and spring) will inform our instruction and show us students' strengths and areas in need of further development.

Next Steps: *What are our next steps for students? What do we need to learn more about?*
We need to learn more about our students' baseline math skills and understandings, especially in primary grades. What specific area is most important?