

## Anacortes High School Cycle of Inquiry Plan of Action 2013-14

**NAME:**

**Building:** AHS

**Year:** 2013-14

### Gather and Analyze Initial Student Data

#### Oct 2 & Oct 18: Describe the Data – Why are you passionate about this data?

What have you been learning from this data?

What is puzzling you about this data?

How is this a challenge for others in your PLC?

#### Interpret

What does the data suggest?

What assumptions could be made about the students and their learning needs?

#### Implications

What are the implications of this data for teaching and assessment?

What steps could be taken next?

What teaching strategies might be most effective?

### Narrow the Scope of the Inquiry

#### School Problem of Practice

If I utilize various **formative assessment strategies** with students, **then underachieving students** will demonstrate **growth and learning** because I made **in-the-moment instructional adjustments**, **modified future lessons**, and gave **targeted feedback** to **students**.

#### Initial Focus of the Inquiry

**5D+ Indicator**

**Instructional strategies based on the 5D+ indicator**

<b>Content/subject area</b>	
<b>Focus Students</b>	
<b>Literature Review</b>	
<b>Summarize what you found out when reviewing literature related to your Inquiry.</b>	
<ul style="list-style-type: none"> <li>- What did you find out about the instructional practices you might use based on the 5D+ Rubric?</li> <li>- What did the literature say about research-based instructional practices within your content/ subject area?</li> <li>- What did the literature say about best meeting the needs of the students you are targeting?</li> </ul>	
<p>Chappuis, J. (2009). <i>Seven Strategies of Assessment for Learning</i>. Boston: Allyn &amp; Bacon.</p> <p>Moss, C. M., and Brookhart, S. M. (2009) <i>Advancing Formative Assessment in Every Classroom: A Guide for Instructional Leaders</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p>	
<b>Initial Inquiry Question (Personal Problem of Practice) and Refinement</b>	
<ul style="list-style-type: none"> <li>- Is the question focused on your instructional practice?</li> <li>- Is the question focused on student achievement?</li> <li>- Does the question support the school problem of practice?</li> <li>- Does the question use language from the 5D+ Instructional Model?</li> <li>- Is it a real question (a question whose answer is not already known)?</li> <li>- Is the question phrased as a dichotomous (yes/no) question?</li> <li>- If the question is a yes/no question, try playing with the wording of the question using phrases like: <ul style="list-style-type: none"> <li>• In what way does...</li> <li>• What is the relationship between...</li> <li>• How do students experience...</li> <li>• What happens when...</li> <li>• How does...</li> </ul> </li> <li>- Is the question specific?</li> </ul>	
<b>Guiding Questions for Action</b>	
<b>1. What do you want to accomplish (Goal)</b>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

**2. What will success look like or sound like? (Indicators of Success)**

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**3. What are some of the ways that will lead you to your outcome? (Strategies)**

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**4. What will be the evidence you are achieving your outcome? (Assessment)**

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- Initial Plan of Action (Due by Dec 20<sup>th</sup>)       Final Plan of Action (Due by Feb 18<sup>th</sup>)

**Cycle of Inquiry Plan of Action**

**Revised Inquiry Question (Personal Problem of Practice)**

**Plan to Implement Instructional Strategies**

*Plan to teach or use new instructional strategies (e.g. teach a new small-group discussion routine, write learning targets and use with students, teach students a new self-assessments routine, write and ask higher-level questions, etc.)*

Timeframe	Actions
	•
	•
	•

**Plan to Collect Student Data**

Look at Guiding Questions 2 and 3; If you backward plan, what will the timeframe be for your actions?

Timeframe	Data Collected
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	•
	•
<b>Plan to Collect Teacher Data</b>	
<b>Timeframe</b>	<b>Data Collected</b>
	•
	•
	•
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