



Inquiry Brief Template- Year 2

*Resources for inquiry brief development:

- Chapter 3 of Leading with Passion & Knowledge
- Chapter 4 of The PLC Book

- **Purpose:** As a result of our HRS Level 1 survey data, the purpose of our action plan is to ensure that collaborative grade level team meetings occur regularly and working with teacher leaders, facilitate action research with each team to lead to student achievement.
- **Question (Wondering):** How can regularly meeting as teacher teams and collaborative groups impact student achievement?

- **Method:**

First, I collaborated with teacher leaders to determine the focus of our action research.

Next, we set a goal for collaborative team meetings that aligned with the school district's goal with meeting 90% of the school year.

Using The PLC Book as a guide, I facilitated teachers settings norms, determining their role in the collaborative team meetings, identifying their passion, and then deciding on a guiding question and/or sub-questions.

It was determined that to narrow their focus, each teacher team used their guiding question and created a SMART goal.

Each week, teachers brought in data to track their progress as it pertains to their SMART goal. They examined student work to determine how to group students for small group instruction, the skills that needed to be re-taught and re-assessed.

After presenting at the seminar, the teacher leaders presented our Action Research at a staff meeting to highlight the work that had been done and to celebrate our growth.

Primary and intermediate teachers presented the findings of their Action Research to staff. They highlighted how students have benefited from the increased collaboration and the data from their SMART Goal.

Data Collection:

Teacher surveys

Student data

Teacher reflection

Student survey



IMPROVING STUDENT
GROWTH AND
PROFICIENCY
THROUGH INCREASED
TEACHER
COLLABORATION

Banneker Elementary at Marquette

April 11, 2023

Hello!

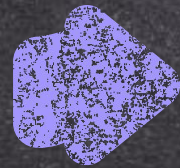
Chaitra Wade, Principal

Anastasia Kleine- 4th Grade Teacher

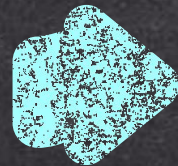
Hollis Manna- 5th Grade Teacher



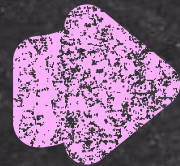
By the end of our presentation, you will understand the following:



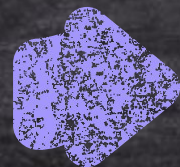
Why was there a need to increase teacher collaboration



How the process began



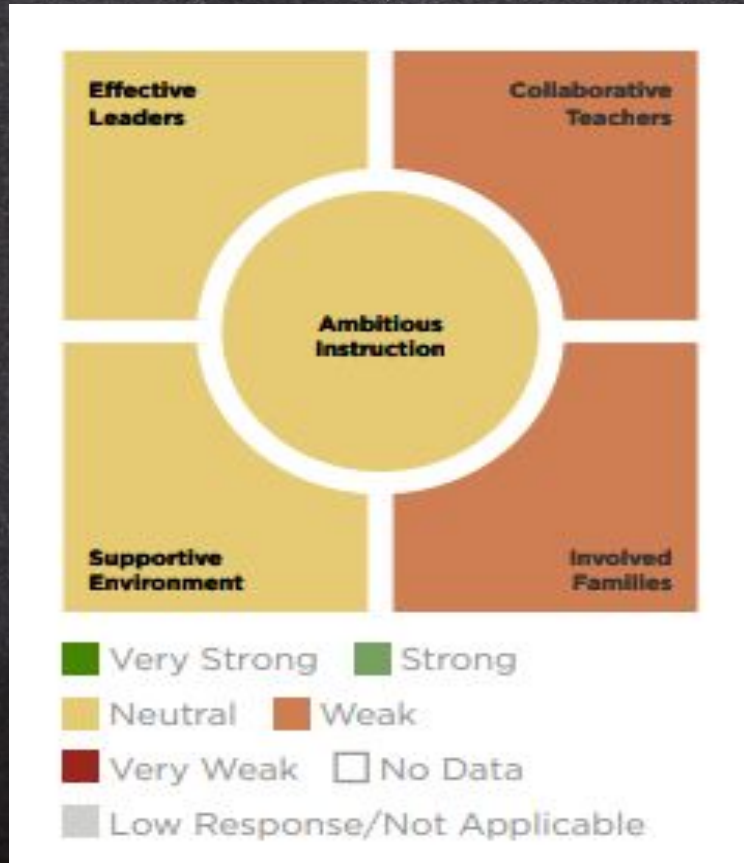
Teacher and student outcomes as a result of increased teacher collaboration



Next steps for improvement

Why was there a need to increase teacher collaboration?

The 5-Essentials Report Survey Data

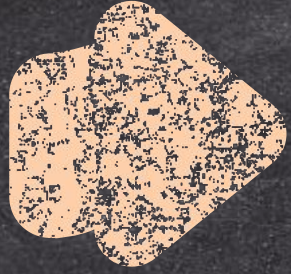


HRS Level 1 Survey Data

#	Question	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree		Total
1	A professional learning community (PLC) process is in place in our school.	0.00%	0	50.00%	1	0.00%	0	50.00%	1	0.00%	0	2
2	Our school's PLC collaborative teams have written goals.	0.00%	0	50.00%	1	0.00%	0	50.00%	1	0.00%	0	2
3	I regularly examine PLC collaborative teams' progress toward their goals.	0.00%	0	100.00%	2	0.00%	0	0.00%	0	0.00%	0	2
4	Our school's PLC collaborative teams create common assessments.	0.00%	0	100.00%	2	0.00%	0	0.00%	0	0.00%	0	2

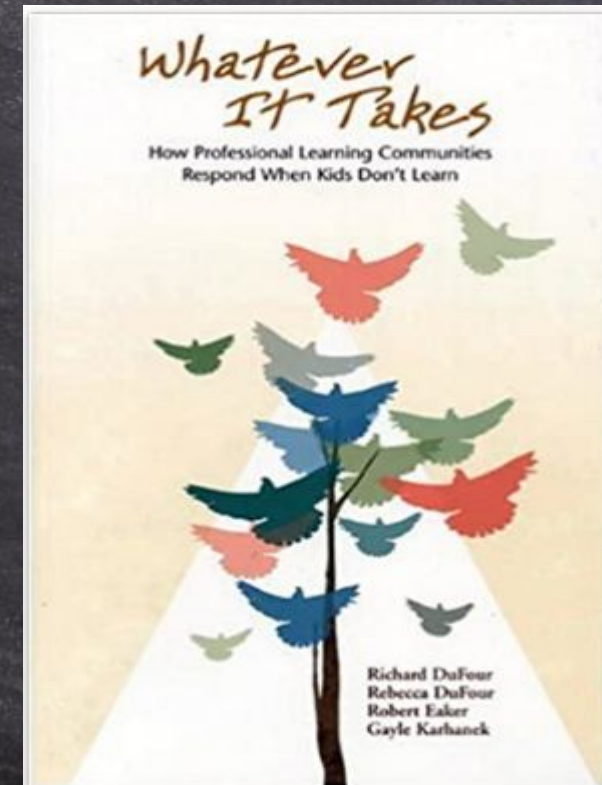
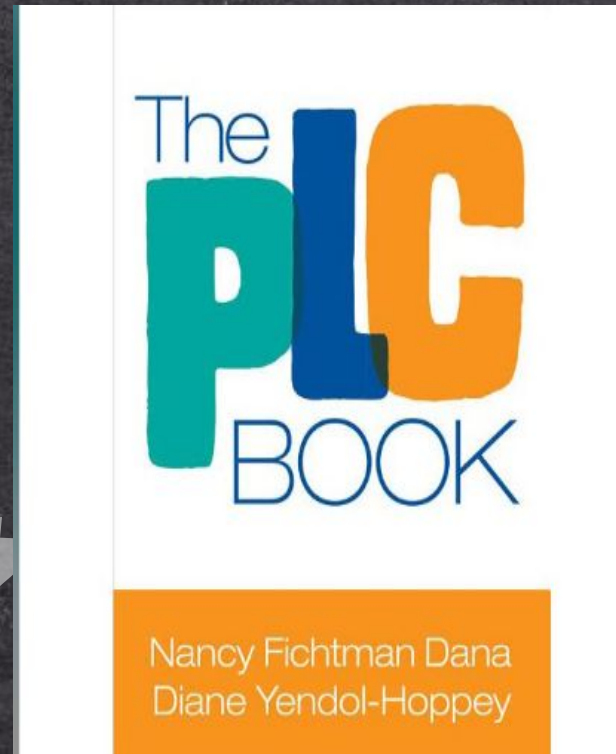
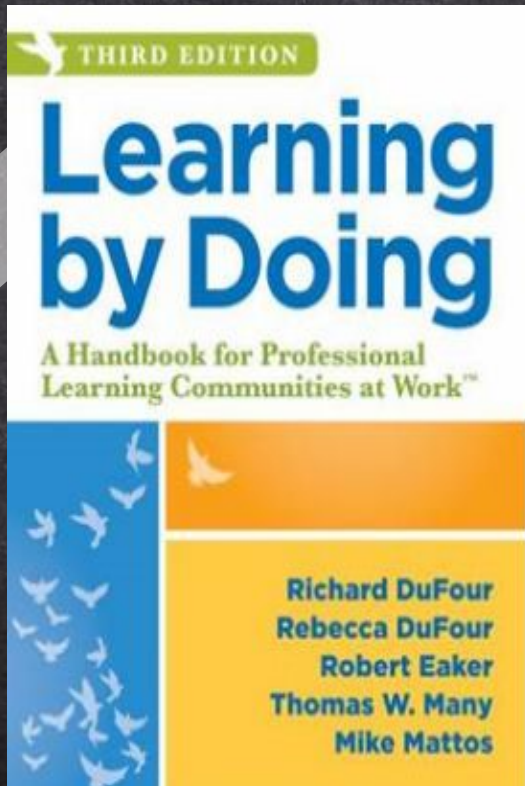
HRS Level 1 Data

#	Question	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree		Total
1	A professional learning community (PLC) process is in place in our school.	0.00%	0	0.00%	0	0.00%	0	65.22%	15	34.78%	8	23
2	Our school's PLC collaborative teams have written goals.	0.00%	0	4.76%	1	0.00%	0	66.67%	14	28.57%	6	21
3	School leaders regularly examine PLC collaborative teams' progress toward their goals.	0.00%	0	4.76%	1	19.05%	4	42.86%	9	33.33%	7	21
4	Our school's PLC collaborative teams create common	0.00%	0	10.00%	2	20.00%	4	35.00%	7	35.00%	7	20



How the process to increase collaboration began

Resources used to guide our actions



Teacher Buy-in

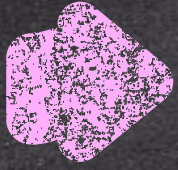
The following was communicated to staff concerning the need to increase collaboration:

- Alignment to the district's goal of meeting 90% of the time (approximately twice a week)
- Need to increase school-wide student achievement
- Need to align expectations for students at each grade level (creating common assessments, having a common goal, defining rigor as a team, tracking progress using data)
- Need to meet across grade levels to examine the vertical articulation of standards
- Need for transparency
- Need for teacher expertise and input

Initial Collaborative Team Meetings

Using Protocols from "The PLC Book"

- Teachers discussed their passion, their "Why"
- Teachers created a guiding question as it related to student achievement at their grade level
- After creating the guiding question, teachers went a step further to turn the guiding question into a SMART Goal.
- Teachers created a monthly action plan and resources that would be needed
- Teachers decided how they would assess student progress
- Teachers made adjustments as needed throughout the process



Teacher and Student Outcomes

Kindergarten Goal and Data-

By May 2023, 60% of our highest-achieving students will be able to blend and decode CVC words or higher.
By May 2023, 60% of our lowest-achieving students will improve with letter recognition and letter sounds.

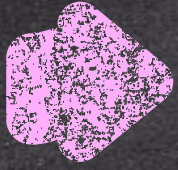
Progress toward first goal- 85% (12 of 14 students)

Progress toward second goal- 43% (6 of 14 students)

1st Grade Goal and Data-

By May 2023, 70% of students, across grade level, will be able to increase their Words Read per Minute (WPM) through daily fluency reading and HFW practice at a rate of 60 words per minute. (39 out of 55 students = 70%)

Progress toward goal- 19% (8 of 43 students)



Teacher and Student Outcomes

2nd Grade Goal and Data-

BOY Goal-

We had 16 students in yellow which is one grade level below on the iReady Reading Assessment in second grade. We would like to move 25% of students in yellow to the green which is early on grade level.

EOY of Year Goal

There were 25 second grade students in yellow on the MOY Reading. The second grade goal is to move 25% of those students into the green at the EOY Reading.

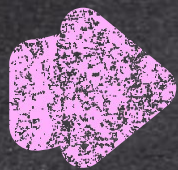
Progress toward first goal- 30% (6 of 20 students)

Progress toward second goal- In Progress

3rd Grade Goal and Data-

Tier Three students will increase comprehension scores by one grade level in each category of comprehension and literature, according to IREADY data.

Progress toward goal- 33% (4 of 12 students)



Teacher and Student Outcomes

4th Grade Goal and Data

60% of all students will improve their reading comprehension skills. This will be measured by reading comprehension activities, RACE writing activities, and CUBES activities.

60% of all students will improve their math fact fluency. This will be measured by using Reflex, Moby Max, and math fact activities.

Progress toward first goal- 51% (25 of 49 students)

Progress toward second goal- 51% (18 of 35 students)

5th Grade Goal and Data

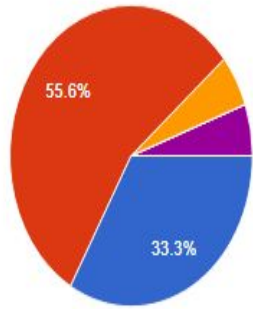
By the EOY 80% of students will show growth in their reading comprehension paths in iReady by using close reading strategies.

Progress toward goal- 87% (39 of 45 students)

Survey Data

Leaders in this school value teachers' ideas.

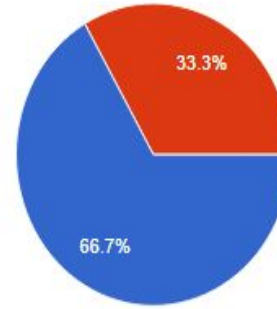
18 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Neither agree or disagree

Leaders in our school facilitate teachers working together.

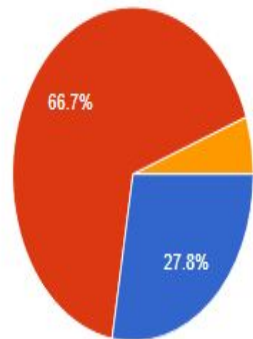
18 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Neither agree or disagree

Leaders take time to praise teachers that perform well.

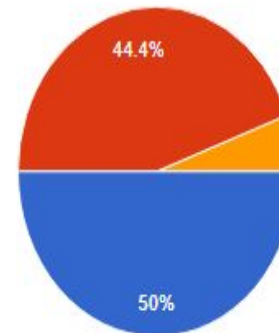
18 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Neither agree or disagree

Teachers are encouraged to share ideas.

18 responses



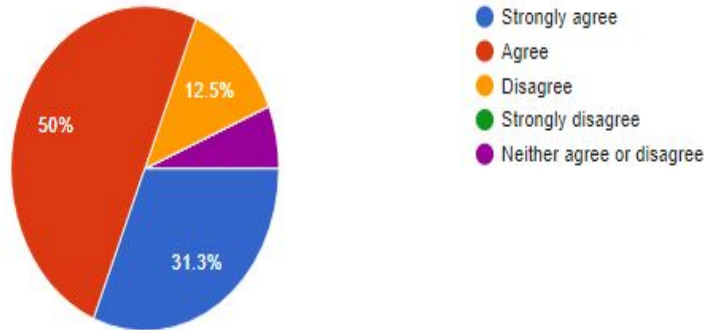
- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Neither agree or disagree

Survey Data Cont.

Teachers have opportunities for dialogue and planning across grades and subjects.



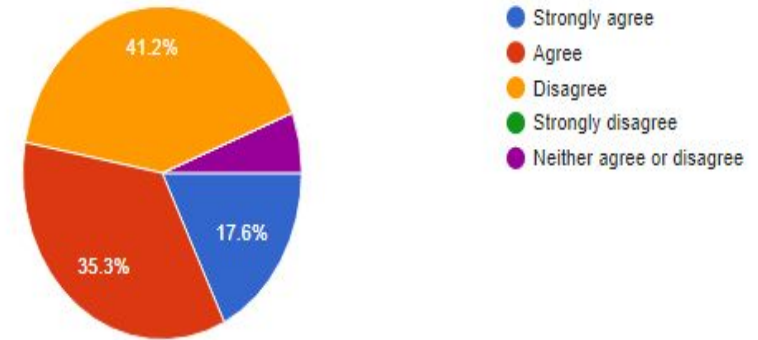
16 responses



Teachers spend considerable time planning together.



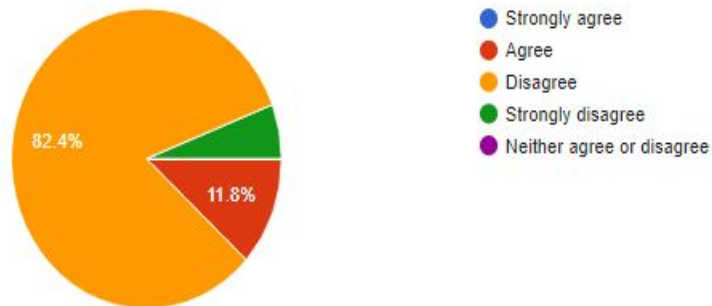
17 responses



Teachers take time to observe each other teaching.



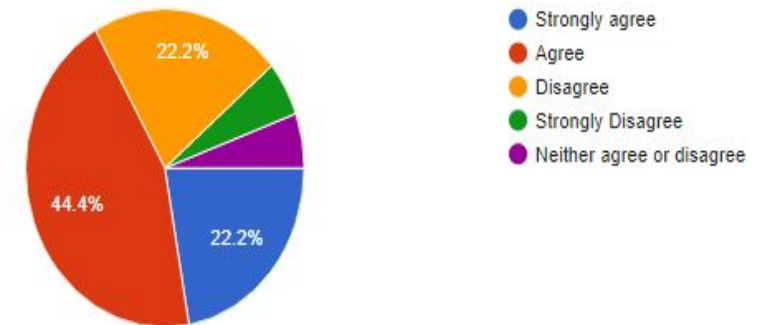
17 responses



Teaching practice disagreements are voiced openly and discussed.

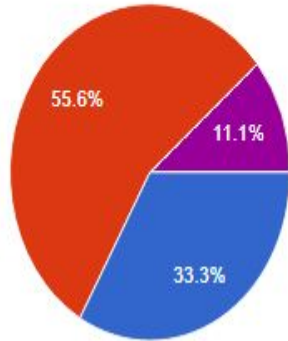


18 responses



Professional development is valued by the faculty.

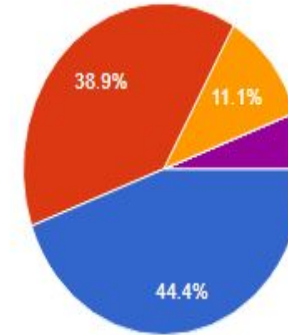
18 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Neither agree or disagreement

The faculty values school improvement.

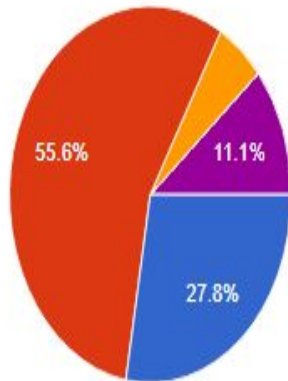
18 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Neither agree or disagree

Teachers support the mission of the school.

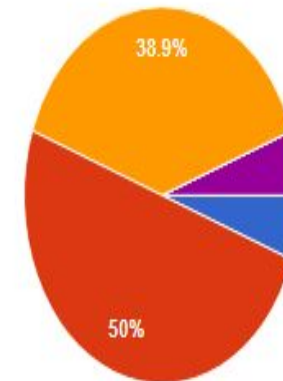
18 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Neither agree or disagreement

Teachers trust each other.

18 responses

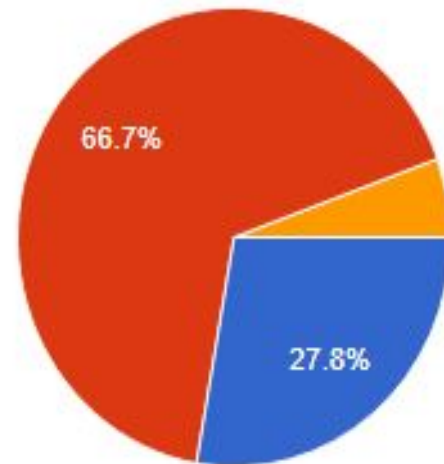






- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Neither agree or disagreement

Teachers work cooperatively in groups.

18 responses

 Copy



-  Strongly agree
-  Agree
-  Disagree
-  Strongly disagree

Admin/Teacher Statements

This year, teachers created an overall smart goal as a grade level. Creating a grade-level smart goal required teachers to work together for achievement. Increased collaboration in our building has increased accountability among our teachers. Teachers are held accountable for what happens inside their classrooms and have discussions about the outcome using data with colleagues during grade-level meetings. Collaborative meetings consist of authentic conversations and the ability to pinpoint holes and gaps in instruction. Having grade-level discussions require ownership of class outcomes and the vulnerability to seek advice or strategies from colleagues. Seeking support for the most effective instructional strategies provides ongoing support for the teacher. My hope is that we will see an increase in student achievement due to ongoing collaboration and accountability.

Increased collaboration with colleagues and administrators has contributed to; higher expectations for both students and teachers, a more robust focus on alignment of curriculum, assessment, and instruction, grade level reflective thinking about teaching and learning or student outcomes which has moved toward deeper learning/DOK, and 60% or more of grade 2 students achieved 55% or higher on CFA Cycle 4. I do believe that we would benefit from high quality professional development that addresses implementation of classroom instruction which cycles assessment, curriculum, and instruction.

The collaborative team meetings have allowed teachers to discuss, collaborate, and come to solutions that have contributed to student growth. Using data, we have identified the students and priority standards that needed to be remediated, as well as enriched. We have also shared teaching strategies, anchor charts, software, and books, etc. that engage students with their learning. Overall, our collaborative team meetings are quite beneficial.

Moving forward we should continue using data differentiate instruction. Also, continue helping students with their social and emotional needs.

Admin/Teacher Statements

Team collaborations have been a great help this school year in multiple ways.

First, they have allowed for greater clarity on what is expected by school and district administration. This led to more targeted planning and greater student achievement.

Second, even though the meetings were held with grade-level teams, the ideas and insights shared by each team were a part of all meetings. This has created a more collaborative atmosphere throughout the school.

Finally, the PLCs gave every teacher a voice. This created an equal playing field wherein all teachers, regardless of experience level, were given the opportunity to contribute in a positive, collaborative manner. In this way, the 4th grade team created a strong, supportive bond which led to students getting better instruction and achieving more.

Next Steps for Improvement

For the 2023-2024 School Year, we will improve by taking the following actions:

- Grade-level teams will create a Reading and Math SMART Goal
- The grade-level SMART Goals will be a short-term and assessed more frequently
- Teams will build assessments collaboratively
- Teachers will have opportunities to observe each other teaching
- Goals will be inclusive of all groups of students
- We will work to foster a culture of trust among teachers

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Thank you!

Do you have any questions?

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