

## Cycle of Inquiry Template

### Analyze

#### 1. High Level Overview of Whole School Data

##### School Level Reports:

What stands out as far as the overall level of proficiency?

What are the areas of strength and weakness for the school by **measure or standard**?

##### Grade Level Reports:

What stands out as far as levels of proficiency by grade level?

What are the areas of strength and weakness for each grade level by **measure or standard**?

##### Class Summary Reports:

What questions do the Class Summaries raise?

Are results consistent amongst teachers at the same grade level?

## 2. Identify Clusters of Students:

Which **grade level** will be the focus of this **Cycle of Inquiry**? Why?

What percentage of students is proficient? Below Proficient? Well below?

Which students' Composite Scores contain measures at a different risk level (color)?

## 3. Describe Clusters of Students

What are each cluster's characteristics, drawn from what evidence from the data?

Cluster	Characteristics	Evidence
1		
2		
3		

## 4. Create Working Hypothesis

Choose ONE of these Patterns in Data:

Potential Root Cause:

Create Hypothesis: If I (action) \_\_\_\_\_,

then \_\_\_\_\_ (what will happen).

## 5. Validate Pattern in Data Using Multiple Data Sources

What other data sources confirm the pattern in data?

Source 1:

Source 2:

Source 3:

Notes:

## 6. Conduct Root Cause Analysis

Root Cause(s) Discovered:

Refined Hypothesis:

Which *actionable* root cause will you address: Why?

## Strategize

### Brainstorm Strategies

Step 1: Brainstorm and record a list of strategies that align to your refined hypothesis.

1	
2	
3	
4	
5	
6	

Step 2: Eliminate, or cross out, strategies that are not within your control.

Step 3: Eliminate, or cross out, strategies that are unrealistic, considering currently identified resources.

**Step 4: Select High Impact Strategy:**

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## Step 5: Create Instructional Action Plan

Which Pattern in Data does this strategy action plan address?	
<input type="checkbox"/> Whole Class <input type="checkbox"/> Small Group <input type="checkbox"/> Individual – Student(s):	
Plan for Instructional Change:	
What resources will you need?	When will you implement your plan?
How will you assess?	When will you assess your strategy?
<input type="checkbox"/> Stakeholder(s), if necessary, receive a copy of plan	<input type="checkbox"/> Timeline for plan is appropriate and realistic
<input type="checkbox"/> Rigor of instruction matches rigor of assessment	<input type="checkbox"/> Rigor of instruction matches rigor of standard
<input type="checkbox"/> Resources are readily available	<input type="checkbox"/> Assessment is objective and measurable

## Act

Assessment Results:

Impact on Learning: (**Correlation Effectiveness Report**)

Lessons Learned:

Next Steps: