



Inquiry Cycle – Math

Inquiry Focus

This inquiry cycle focused on improving student growth in mathematics through targeted instruction, small-group collaboration, and responsive intervention.

What We Learned

Through classroom observations, team collaboration, and analysis of student performance, we learned that:

- Targeted instructional changes and small-group math collaboration are positively impacting identified students, particularly those receiving focused support.
- Students are demonstrating improved mathematical reasoning and engagement during collaborative problem-solving and rich routines.
- While classroom-level growth is evident, district Winter diagnostic data did not reflect the level of overall growth anticipated based on classroom AMMA, indicating a need for more precise and differentiated supplemental support.

Impact

As a result of this inquiry cycle:

- Teachers report increased effectiveness in supporting target students through small-group instruction.
- Students are showing measurable progress during classroom tasks and collaborative math experiences.
- The team has identified gaps between instructional gains and diagnostic outcomes, prompting a refinement of intervention strategies rather than a change in core instruction.

Next Steps

Based on these findings, the math team will:

- More intentionally provide differentiated supplemental practice aligned directly to individual i-Ready diagnostic results, addressing specific skill gaps.
- Continue and strengthen small-group math collaboration, building on practices that are already producing student growth.
- Increase the use of rich math routines to gather quicker, formative snapshots of student understanding.
- Respond more rapidly to student needs through real-time data use and targeted RTI adjustments.