

1. Scanning:

Reading

- Standard scores increasing (FSA/district teacher)
- Want to understand data better (teacher feedback)
- Needing to include writing as a focus (teacher feedback)

Inquiry

- Increased engagement while involved in PBL (teacher/parent anecdotal)
- Prepare students for higher level thinking (teacher/parent anecdotal)
- Concerned about number of students not feeling they are learning about environment/climate change (student survey)

4-School

- Students continue to grow in connectedness as a larger 4-school community (teacher/PAC's anecdotal)
- Self-regulation language is decreasing in schools (teacher anecdotal)
- Anxiety continues to challenge learners (teacher anecdotal)

2. Focusing:

Intellectual

- How do we translate the gains in reading and readers to support writing needs without losing momentum in reading?

Human/Social:

- How do we use the 4-school model to build stronger connection in our students between what we do in the classroom and their natural environment?

Career Development:

- How do we use our growing understanding in Inquiry to help students make meaningful connections between their strengths and interests?

What's going on for our learners?
How do we know?
Why does this matter?



3. Developing a hunch:

Intellectual

- If all classroom teachers increase writing opportunities for students as part of our existing literacy initiative, will that result in improved student writing?

Human/Social

- How do we use the 4-school PLC model to build stronger understandings of where our students are with the Nature Deficits challenge?

Career Development:

- If classroom teachers create an inquiry opportunity for students to grow their understanding between strengths/interests and natural environment, will that increase engagement?

4-Schools: Beaverdell, Greenwood, Midway, West Boundary

Checking:

- 3 school-wide writes, student writing stamina, student surveys.
- student create personal pledge, showing a growing connection to nature.

Taking Action:

- 3 school-wide writes, choose focus student, monthly writing strategy
- green plan, survey students (health, stewardship, conservation) building community partners, growing curricular experiences outside.
- 4-school coach, green school plan, promoting/tracking getting outside into environment, biking, student pledge.
- PBL project on connecting to local environment and/or passions.

4. Learning:

- All goals connected to monthly PLC, learning journals, sharing partner, common evidence-based resources, place-based focus, continued use of inquiry process.