1. Scanning:

FSA Data –
CLES: our results are fairly consistent across the board
BWCS: masked data
School Survey Data – very positive intermediate and primary results about connectedness and learning;
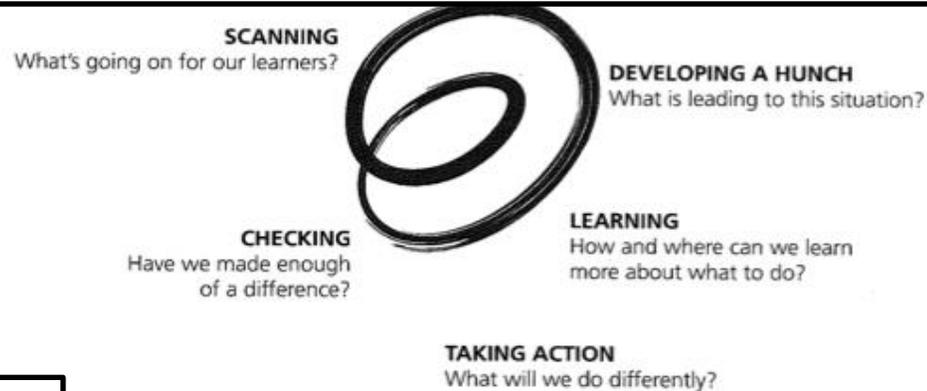**Teacher Feedback Forms** - very positive; would like students to take more responsibility for learning, be independent, and accountable as well as looking for stronger problem solving skills in student work. Writing is an area we could improve/excel for both schools

Checking:

2. Focusing:

Human and Social Goal Area: Connectedness and Recognition
In the school survey, intermediate students indicated that they don't always feel recognized for their achievements and success at *CLES.* We would like to further explore what they meant by this and then focus on making sure all of our students feel connected and recognized at school
BWCS: Look at building a larger learning community and connect with students "on the outsite."

SCANNING
What's going on for our learners?

DEVELOPING A HUNCH
What is leading to this situation?

CHECKING
Have we made enough of a difference?

LEARNING
How and where can we learn more about what to do?

TAKING ACTION
What will we do differently?

Taking Action:

a. Concentrate on the ones that pertain to our school
b. Characters of Habit

3. Developing a hunch:

CLES. and *BWCS:* students' feel very connected to their schools and we want to make sure that connection continues. Building some formal recognition programs and encouraging students to recognize each other for work well done or excellent attitude and effort will help our communities stay strong. Can we increase the connection the schools feel towards each other and the district by engaging them in activities that take their learning outside of their classroom?

4. Learning:

1. Scanning:
FSA Data –
CLES: our results are fairly consistent across the board
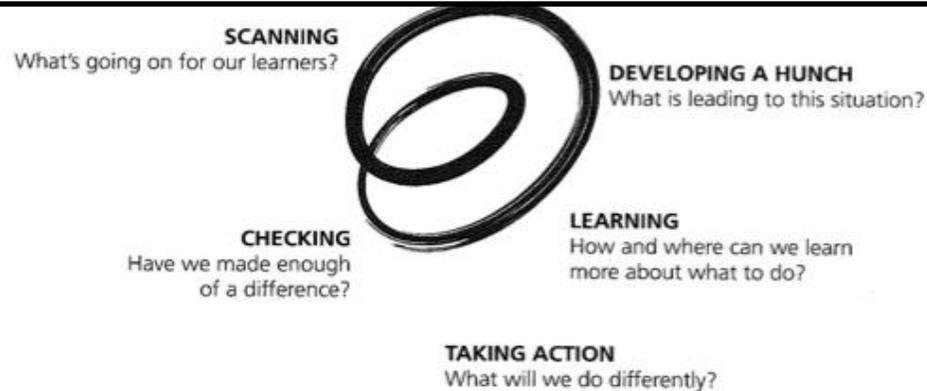***BWCS:*** masked data
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2. Focusing:
Intellectual Goal Area: Writing
All of our students would benefit from a focus on writing more fluently in all content areas. Some students are still struggling with conventions and mechanics where others could be pushed to develop ideas more fully and bring in their own personal voice. Within a school writing goal, we can personalize goals for each classroom and each student.

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3. Developing a hunch:
Because students are inundated with text in many forms throughout their school day and their home life, it is essential that they are able to communicate well in writing. We believe that if they can confidently express their thoughts and ideas through writing, they will improve their achievement in all academic areas.

4. Learning:

Checking:

Taking Action:

    c. 6+1 writing traits
    d. Make writing more meaningful. Ex: writing to the community to change something.

1. Scanning:

FSA Data –
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Checking:

2. Focusing:

Career Development Goal Area: Trades and Technology Integration
Our student and teacher surveys indicate that CLES and BWCS are doing a great job integrating technology across the curriculum. Our Makers' Days have also been huge successes. We would like to focus on expanding Makers' Day to include more variety of trades' activities as well as increase the coding experiences that our students have in a year.

SCANNING
What's going on for our learners?

DEVELOPING A HUNCH
What is leading to this situation?

CHECKING
Have we made enough of a difference?

LEARNING
How and where can we learn more about what to do?

TAKING ACTION
What will we do differently?

Taking Action:

3. Developing a hunch:

The careers our students will most likely have in the future will rely heavily on technology. The trades are also a growing sector of employment and we want to increase student exposure and understanding of these types of work. By providing exploratory opportunities like Hour of Code, Makers' Day, and school clubs such as the Tower Garden Team and Breakfast Club (CLES) we can give our students skills and ideas for the future.

4. Learning: