



Hawaii Department of Education: Academic Plan School Year: 2021-2022

School Name: Waikiki Elementary School
Submitted By: Bonnie Tabor, Principal

Bonnie Tabor

05/05/2021

CAS Signature: Rochelle Mahoe, FKK CAS

Rochelle Mahoe

5/4/2021

Developing a collaborative Academic Plan framed by the HIDEO Learning Organization is the foundation for a forward-focused 3-Year Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward-focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform a school how to close the achievement gap; and, 3) applying contextual and community measures and assessments.

Starting from a comprehensive needs assessment, a school examines organizational, instructional, and student support systems to design measurable outcomes. The measurable outcomes are implemented and improved through Plan, Do, Study, Act (PDSA) cycles, and systemized by leading indicators.

HIDEO Learning Organization

Teaching and Learning Core:

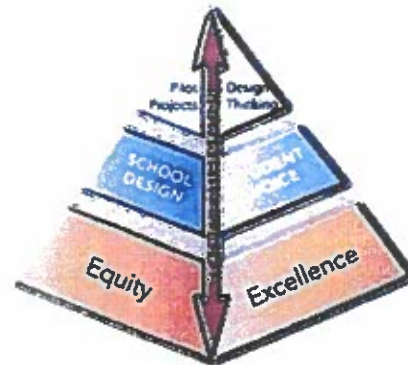
Focus: equity and excellence in core curriculum and supports.

Innovation in Support of the Core:

New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, and Student Voice.

Pipeline of Emerging Ideas:

To prepare for emerging trends, advancements, and changes that impact education, ideas are tried and



The 3-Year Academic Plan is structured by the HIDEO Learning Organization, and is founded on the **Teaching & Learning Core** (pages 5-6)

The 3-Year Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 7-11).

The **Pipeline of Emerging Ideas** is linked to the HIDEO 2020-30 Strategic Plan (pages 12-13).

A Foundation for Change

This section highlights the areas that the school/complex area identified as areas of need and presents a foundation for change, as reflected in and related to identified needs in the annual comprehensive needs assessment.

Evidence and Rationale for Change	Key Strategies to Address and Promote Change
<p>English Learner (EL) Support Our EL population has grown to 156 students and now comprises 30% of our enrollment. In 2018 the gap between HN and NHN was 24%. In 2019 and 2020, we worked to reverse this trend with various interventions including: small group, floating teacher, in class support, provision of visual supports, professional development in vocabulary building, literacy and morphology. Through our efforts, we reduced the ELA gap to 26% (down 12%) and the Math gap to 20% (down 4%) in 2019. In 2020, our WIDA growth to target scores indicated high Growth To Target (GTT) percentages with 80% of our ELL students are on track to meet English proficiency!</p>	<p>We continue to explore and implement such interventions as:</p> <ul style="list-style-type: none"> • Extended day and extended year opportunities • Bi-lingual lunch clubs and P4C discussion groups • International sister school partnerships • Professional development on literacy, vocabulary building, morphology, and visual math strategies • University classes on campus with targeted professional development (PD) for teachers on building literacy • Hosting visitations and teacher exchanges from international educators around the globe. • Providing foreign language instruction for all students • Conducting action research to assess impact of various intervention models (inclusion, small group push in, pull out) to best support our EL population. • Providing periodically scheduled opportunities for staff to examine data and collaborate on the implementation of practices to best support EL learners • PD focusing on EL strategies-academic language development, reading comprehension strategies • PD on integration of curriculum (ELA through Math, Social Studies through Science)
<p>Project/Place-Based Learning Expansion Continue our move to provide authentic learning experience via</p>	<ul style="list-style-type: none"> • Funding a 1.0 teaching position to spearhead school-wide

<p>Project/Place-Based Learning Expansion Continue our move to provide authentic learning experience via partnerships with the school community (Aquarium, Zoo, Hula Grill, etc.), honoring student voice in the process, culminating in student selected final projects delivered to authentic audiences.</p>	<ul style="list-style-type: none"> • Funding a 1.0 teaching position to spearhead school-wide expansion of authentic project based learning and purposeful community outreach
<p>Deepening Commitment to HOM and p4c by all segments of school community The Habits of Mind (HOM) is a research-based initiative focused on applying the mindful behaviors to classroom learning and life. The HOM include the behavioral dispositions of flexibility in thinking, listening with empathy, problem solving, persistence, and more. Their practice establishes standards of behavior, a common set of values, and unites stakeholders into a cohesive learning community. They are at the heart of the Waikiki School culture. Through their practice, the school stays intellectually alive and forward thinking.</p>	<ul style="list-style-type: none"> • PD and monthly staff discussion on strategies to continue to deepen/expand the implementation of the Habits of Mind on campus • Funding for staff attendance at Schools of the Future Conference (SOTF) with multiple conference presentations by Waikiki teachers and students showcasing our mindful school • Follow up staff discussions on SOTF sessions, analyzing innovative approaches and exploring possibilities for implementation • Participating in virtual discussion groups with HOM schools around the globe to stay abreast of new and innovative practices

P4c is an internationally recognized approach to developing critical thinking and social emotional learning. P4c creates intellectually safe communities of inquiry where student voices are heard and students are taught "how" to think not "what" to think.

- Continue to expand the partnership with University of Hawaii Uehiro Academy for Philosophy and Ethics in Education to provide resident philosophers and student teachers to further support students' thinking around issues such as exploration of social justice, global warming, racial tolerance, and more
- Continue Bilingual p4c lunch clubs and other p4c-based outreach groups to support students and build cognitive and SEL competency.
- Hold monthly p4p (philosophy for parents) sessions
- Provide EL classes for parents coordinated with McKinley School for Adults
- Fund position to lead monthly EL parent breakfast groups to support understanding of school philosophy, practices and protocols
- Teach foreign language within curriculum so all students will graduate with bilingual competency

Staying on the Cutting Edge of innovation, reform and best practice.

Continuing to serve as a Model School, continually pushing to achieve an ever enhanced level of excellence

- Continue to serve as a practicum site and training ground for pre-service student teachers
- Continue to support teachers in the pursuit of National Board Certification
- Continue to welcome visitations from local and international educators
- Continue to support teacher/student presentations at various conferences, both at home and abroad
- Continue to share attributes of our culture via professional publications
- Continue to fund teacher attendance at Schools of the Future Conferences and more
- Continue to support teacher visitations both to other schools and from other schools

HIDOE and School Initiatives

This additional table addresses key initiatives included in the plan and how the leadership team within the school is configured to support the development and implementation of the initiatives. Where appropriate the table also documents the collaborative nature of the leadership effort embedded in the plan.

Key HIDOE Initiatives Addressed in the Plan	Lead(s)
School Design and Student Voice	Bonnie Tabor, Teacher Leaders
Five Promises: Equity, School Design, Empowerment, and Innovation	Bonnie Tabor, Jeff Lee
Design Principle 1: Core Values and Mindset: Community-Informed Learning - Multilingualism supported; Global culture, sustainability, environmental preservation , care for the aina, farm to table	Bonnie Tabor, Courtney Carpenter, Bailey Ledesma, Staff leadership
Key School Initiatives Addressed in the Plan	Leads(s)
Closing the Achievement Gap (particularly supporting growing EL population)	Bonnie Tabor, Courtney Carpenter, Bailey L, Teacher leaders
Providing multi-tiered systems of support through deepening and expanding our use of HOM and p4c	Bonnie Tabor, Jenna Kunihiro, Toby Yos
Continuing to be an innovative model school, on the cutting edge of best practice, graduating students who excel academically with social- emotional competency	Bonnie Tabor, EL Staff and teacher leaders

Teaching and Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Keep in mind that a Theory of Action statement or story is constantly being assessed, revised, and refined, as your understanding of problems of practice and learning deepens. The enabling activities in the academic plan should address the needs of the identified subgroups(s).

Targeted Subgroup(s) and Identified Needs	Identify and Describe the Achievement Gap	A Related Theory of Action	Enabling Activities to Address/Improve the Gap
<p><i>Identify the targeted subgroup and their identified needs</i></p>	<p><i>Identify and describe an achievement gap (not limited to any specific subgroup. Data must be provided from a CNA, WASC Self-Study, or International Baccalaureate, and may include additional local measures.</i></p>	<p><i>What is your Theory of Action (If-Then) to improve the achievement gap?</i></p>	<p><i>What are your enabling activities to improve the achievement gap?</i></p>
<p>To address the needs of our English Learners: and improve outcomes we will employ:</p> <p>Targeted instructional practices to advance language acquisition and academic learning Periodically review iReady and other formative data to assess progress of EL learners</p>	<p>In 2018, the achievement gap was 26 points in ELA and 20 points in math. As the EL population has grown (54% of HN), the Gap's overall proficiency has dipped and the GAP has increased. In 2019 we reduced the gap by 12% in ELA and 4% in math. In 2020, our goal was to decrease the GAP by continuing to provide effective research based targeted interventions.</p>	<p>If teachers have targeted PD), then EL students' proficiency will rise.</p> <p>If we continue to support K-2 classrooms with a teacher and funded aides, then students will have more individualized instruction and will show an increase in ELA proficiency</p> <p>If we utilize push-in, pull-out, small group models for intervention and support, then students will learn in environments that will accelerate their learning.</p> <p>If the school continues to fund a floating teacher for each grade level, then each grade will have the flexibility to provide effective targeted student support in a fluid fashion</p>	<ul style="list-style-type: none"> • I-Ready, used as a common assessment, provides a unifying structure for data analysis and inclusive and equitable practices. (WASC #1) • Data wall where kissing grades talk about outgoing and incoming students' strengths and needs based on test data and teacher narrative. Dialogue is basis for crafting differentiated supports to be implemented and assessed periodically as to effectiveness (EL Support) • Teachers meet in grade levels to analyze scores and strategize scaffolding • Utilize both push-in and pull-out models of intervention for targeted students. • Ongoing review, reflection, and dialogue assesses accommodations in place to best meet student needs (Universal assessment provides data to determine effectiveness of practices) • Extended school day/ school year • Targeted enrichment opportunities. • I-Ready and other online programs to extend targeted instruction beyond the school day. • Weekly EL parent breakfast club meetings

			<ul style="list-style-type: none"> • Introduction of foreign language instruction to all students • PD devoted to designing and implementing effective supports for EL's • Visits by teachers to other schools to observe best practices • Research on best practices • Consultation with experts • OG ELA, morphology, and math refresher trainings • PD on reading comprehension academic vocabulary building and literacy
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Teaching and Learning Core: Equity and Excellence

Targeted Subgroup(s) and Identified Needs	Identify and Describe the Achievement Gap	A Related Theory of Action	Enabling Activities to Address/Improve the Gap
<i>Identify the targeted subgroup and their identified need</i>	<i>Identify and describe an achievement gap (not limited to any specific subgroup. Data must be provided from a CNA, WASC Self-Study, or International Baccalaureate, and may include additional local measures.</i>	<i>What is your Theory of Action (If-Then) to improve the achievement gap?</i>	<i>What are your enabling activities to improve the achievement gap?</i>
EL families need help in understanding and supporting their children's integration into Waikiki's mindful school culture based on the HOM and p4c.	EL families need support learning the language, customs, and protocols associated with successful academic achievement at Waikiki School	If we increase parent understanding of the HOM and p4c, then students will have a richer and more consistent context for learning both at home and at school.	<ul style="list-style-type: none"> • HOM translated into foreign languages • Monthly p4p meetings • Bilingual parent p4p sessions • El Breakfast clubs to review school practices, etc • Family activities to build trusting partnerships with El families. • Utilize the school farm to provide opportunities to bring non English speakers into the school community

Innovation in Support of the Core: School Design and Student Voice

Part I

Describe your complex/school contexts for School Design and Student Voice.	Describe your current and continuing initiative that will further advance your 2021-22 School Design and Student Voice	Describe your conditions for Success for School Design and Student Voice
<p>Expand the p4c/HOM model across and throughout the curriculum to deepen and develop student capacity for critical thinking and social/emotional competency</p> <p>Students will participate in p4c circles with their class on a weekly basis with the freedom to select and change circle topics based on their input. Teachers will facilitate the discussions using the <i>Good Thinker's Toolkit</i></p> <p>Partnering with community organizations (Aquarium, zoo, etc.), students will engage in authentic learning experiences and select a platform for publicly sharing their learning.</p>	<ul style="list-style-type: none"> • Expand partnership with the UH Philosophy Department and the Uehiro Academy faculty to enhance teacher practice • Expand opportunities for extended visitations by Japanese teachers / visiting scholars to encourage multicultural understandings, reflection and expansion of best practices • Schedule biweekly p4p (philosophy for parents) discussion groups to build community and teach parents the Waikiki method of developing thinking and inquiry • Accept invitations for staff to present at international conferences in Japan and elsewhere to enhance multicultural understandings and share mindful school practices with the global community • Waikiki School is in a second year partnership with the Waikiki Aquarium where students learn about marine conservation and create interactive and informative materials that are shared with the public. 	<ul style="list-style-type: none"> • 100% of students will meet regularly for student-led inquiry sessions • 100% of teachers will utilize the p4c model to stimulate deeper thinking and promote the practice of the HOM • 100% of parents will be invited to participate in monthly p4p inquiry sessions • 100% of teachers will work with UH partnerships to structure weekly p4c sessions. • School funding of a position to expand community based outreach, establishing authentic learning projects and promoting purposeful community involvement throughout the school • Flexibility in scheduling to allow off campus learning experiences to take place within the school day

<p><u>WASC Critical Area #2</u> <u>Technology Plan</u></p> <p>Continue to develop and implement a focused, integrated comprehensive school-wide technology plan. (WASC #2)</p> <p>Technology is integrated using additional devices (iPads and laptops) to support a 1:1 program utilizing programs, habits and skills to further learning in and out of the school day. Students will use technology to produce authentic displays of learning in all grade levels</p>	<ul style="list-style-type: none"> • Fundraise to keep devices current and to move to 1:1 devices for all students in all grade levels. • Technology committee will revise comprehensive tech plan to incorporate new ideas/strategies garnered during the pandemic's shift to online learning • Partnerships will be developed with community members to integrate technology into real-world products to serve needs of community • Students will utilize web-based programs to further extend learning- including Khan Academy, IXL, KidBiz, I-Ready, etc. both in and out of the school day 	<ul style="list-style-type: none"> • 100% of students will have access to web-based programs at school. • Tech support will be provided for families at home • 100% of teachers will implement computer science standards at their grade level band and will be supported in their efforts by the technology committee, tech coordinator, and computer teacher. • Computer teacher will provide weekly instruction to students on coding, programming, and digital media competencies • See link to computer standards
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Innovation in Support of the Core: School Design and Student Voice

Part II

SY 2021-2022-2023-2024 Measurable Outcomes

What are your measurable outcomes around School Design and Student Voice?

- 100% of students will meet regularly for student-led inquiry sessions
- 100% of teachers will utilize the p4c model to stimulate deeper thinking and promote the practice of the HOM
- 100% of students will be engaged in authentic project based learning through purposeful community outreach
- The GAP on the SBAC will decrease by 3% each year; the WIDA scores on level 5 and 6 will increase by 5% each year
- The number of students exiting EL will increase by 5% each year

Why are you implementing them?

- HOM and p4c are at the core of our school culture, empowering students to grow into thoughtful citizens who contribute to the betterment of our world. The HOM and p4c provide the foundation to support excellence both in the academic arena and in life. They serve as our multi-tiered system of support. This foundation has contributed to consistent high performance (top 2%) on statewide summative assessments such as the HSA and SBAC for over 10 years
- The school wide expansion of authentic project based learning through purposeful community outreach provides a high level of student engagement, empowerment, and learning

How will you know that they are resulting in an improvement?

- Documented student reflections
- p4c schedule documenting frequency of practice
- Increase in WIDA/SBAC/Science scores
- Final student project presentations to authentic community audience

Innovation in Support of the Core: School Design and Student Voice

Part III (over one year)

Formative Measures (beginning of the year)	Formative Measures (throughout the year)	Summative Measures (end of the year)
<p>What are your measurable outcomes around School Design and Student Voice</p> <p>P4c / HOM to Deepen Student Thinking</p> <ul style="list-style-type: none"> • 100% of students will meet weekly for student-led inquiry sessions • 100% of teachers will utilize the p4c model to stimulate deeper thinking and promote the practice of the HOM • 100% of parents will be invited to participate in monthly p4p inquiry sessions and p4c workshops • Classroom observations and discussions will indicate implementation of practices of strategies such as: integrated instruction, co-construction of criteria, differentiation through small group instruction • All Students, including our EL learners, will be guided to become self directed learners, engaging in self-assessment and reflection <p>Comprehensive Universal Assessment Process (WASC #1)</p> <ul style="list-style-type: none"> • I-Ready, used as a common assessment, provides a unifying structure for data analysis and inclusive and equitable practices. 	<ul style="list-style-type: none"> • Teacher surveys will provide evidence of implementation of p4c and HOM • PCNC feedback and P4p sign-in sheets will provide evidence that parents are being involved in the p4c process • Student work and products will provide evidence of implementation of targeted best practices such as co-construction of criteria and integrated instruction • Staff meetings will provide evidence of and support for the implementation of innovative strategies <ul style="list-style-type: none"> • Data wall created where kissing grades talk about outgoing and incoming students' strengths and needs, based on formative and summative data, to be used to design and implement differentiated supports • Teachers meet in grade levels periodically to analyze iReady and various formative data to strategize scaffolding and effectiveness of supports • Utilize of both push-in and pull-out models as intervention for targeted students. 	<ul style="list-style-type: none"> • Through teacher led discussions, teachers will develop and share best practices to sustain the strength of p4c and HOM as foundational pillars of our mindful school. • Parent surveys • SBAC scores will indicate a 3% reduction in GAP size each year <ul style="list-style-type: none"> • SBA proficiency increases by 5% • SBA proficiency gap reduces by 3% • I-Ready will indicate 85% of students meet grade level expectations for both reading and math

<ul style="list-style-type: none">• WIDA scores provide a baseline for EL students	<ul style="list-style-type: none">• Ongoing review, reflection, and dialogue assesses accommodations in place to best meet student needs• Targeted differentiated instruction to best meet the needs of EL learners• EL teacher collaborates with K-2 teaching assistants to provide differentiated instruction in an inclusive setting• One resource teacher for each grade, 3-5, provides timely interventions to individuals and small groups as needed to access curriculum in an inclusive setting	<ul style="list-style-type: none">• 5% more students will exit EL via WIDA test than the previous year.• WIDA scores on level 5 and 6 will increase by 5% each year
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Innovation in Support of the Core: School Design and Student Voice

Part IV

Student Outcomes (2020-2021 Measurable Outcomes)	Staff Outcomes (2021-2022 Measurable Outcomes)	Lead
<ul style="list-style-type: none"> • 89% of students will exit 2nd grade reading on grade level • SBAC gap will decrease by 3% yearly • Students will graduate with bilingual proficiency • Students will connect with community and engage in project based learning, resulting in culminating projects that will serve the needs of the community. 	<p>100% of staff will attend PD sessions to support student growth</p> <p>Foreign language instruction will be incorporated into the core curriculum and master schedule</p> <p>Teachers will continue to develop and sustain the school's mindful culture through living and modeling its precepts,</p>	<p>EL coordinators Principal Teachers</p>

Innovation in Support of the Core: School Design and Student Voice

Part V

Enabling Activities	Budget (include funding source)	School Monitoring Measurable Outcomes	School Monitoring Budget
<p>Year long Expand the p4c/HOM models across and throughout the curriculum to deepen and develop student capacity for critical thinking and social/emotional competency</p> <p>Teachers will:</p> <ul style="list-style-type: none"> Expand partnership with the UH Philosophy Department and the Uehiro Academy faculty to enhance teacher practices Expand opportunities for extended visitations by Japanese teachers/visiting scholars to encourage multicultural understandings, reflection and expansion of best practices Schedule biweekly p4p (philosophy for parents) discussion groups to build community and teach parents the Waikiki method of developing thinking and inquiry Accept invitations for staff to present at international conferences to enhance multicultural understandings and share mindful school practices with the global community <p>Students will: participate in p4c circles on a weekly basis with the freedom to select and change circle topics based on student input. Teachers will facilitate the discussions using the "Good Thinkers Toolkit"</p>	<p>WSF</p> <p>Title 2</p> <p>WSF</p>	<p>100% of teachers will utilize the p4c model to stimulate deeper thinking and promote the practice of the HOM</p> <p>100% of teachers will work with UH partnerships to structure weekly p4c sessions.</p> <p>80% increase in teacher competency using the HOM and P4C as instructional models based on periodic surveys</p> <p>Evidence of PD implementation via periodic classroom visitations and formative and standardized test growth</p> <p>Quarterly growth on GLO's as students are directly taught the HOM and experience the school culture based on their practice.</p>	<p>Principal</p> <p>EI Staff</p>

<p>Continue to expand teacher proficiency by encouraging NTSB certification and serving as mentors for student teachers</p> <p>Teacher position funded to work with each grade level to design community-based projects for all students in every grade level. Projects will be collaboratively developed to serve community partners and provide authentic, real life application of classroom learning</p> <p>Continue to use I-Ready as a diagnostic screener for all students to guide teacher meetings to plan for differentiated teaching and learning strategies to support all students</p> <ul style="list-style-type: none"> • I-Ready, used as a common assessment, provides a unifying structure for data analysis and inclusive and equitable practices. (WASC #1) • Data wall where releasing and receiving teachers confer about students' strengths and needs based on test data and teacher narrative. Dialogue is basis for crafting differentiated supports to be implemented and assessed periodically as to effectiveness (EL Support) • Teachers meet in grade levels to analyze scores and strategize scaffolding • Utilize both push-in and pull-out models of intervention for targeted students. • Ongoing review, reflection, and dialogue assesses accommodations in place to best meet student needs (Universal assessment provides data to determine effectiveness of practices) 	<p>WSF</p> <p>WSF</p>	<p>50% of teachers will become NTSB</p> <p>Students connect learning to life via community partnerships. Final projects to be shared within the school community and before an authentic panel of community members</p> <ul style="list-style-type: none"> • SBA proficiency increases by 5% • SBA proficiency gap reduces by 3% in both reading and math • I-Ready scores indicate 85% of students meet grade level expectations for both reading and math 	
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<p>English Learner (EL) Achievement Gap</p> <ul style="list-style-type: none"> • Conducting action research to assess impact of various intervention models (inclusion, small group push in, pull out) to best support our EL population. • Providing periodically scheduled opportunities for staff to examine data and collaborate on the implementation of practices to best support EL learners • Provide push-in support for small group instruction to better meet the needs of high-needs students • Use data to identify and provide support to meet the needs of all students • Model and provide opportunities for students to evaluate self and peer work. Opportunities will be provided through the creation and implementation of a school-wide writing continuum. • Professional development: e.g., EL, Differentiated Small Group Instruction, language development, and reading comprehension strategies 		<ul style="list-style-type: none"> • SBA proficiency gap reduces by 3% in both reading and math each year • I-Ready will indicate 85% of students meet grade level expectations for both reading and math • WIDA scores on level 5 and 6 will increase by 5% each year • Annual SBA, ELA achievement gap for EL students will decrease by 3% • PD on inclusive practices 	

<p>Spring Semester/Year-Long Establish partnerships with Uehiro Foundation, UH philosophers, and UH school of education to provide a training site for educators in a new masters program focused on teaching for social justice</p> <p>School will host visiting p4c scholars from local and international schools to partner in the practice of p4c. Sessions will be followed by post-p4c debrief analysis to foster enhanced competency in the method</p> <p>Teachers will conduct virtual p4c sessions with students over a variety of platforms, creating flexible spaces for students to practice philosophy for children</p>		<p>80% of teachers host student teachers each semester</p> <p>School will host visiting scholars at least 2 times each semester</p> <p>Quarterly teacher surveys will indicate a 25% increase in using p4c methodology across multiple platforms</p>	
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Note: Provided for pages of the table, as this is the only place in the AcPlan that you summarize your enabling activities. In some cases, enabling activities might occur only in a semester; however, when an enabling activity spans a school year, just note in at the top of the row, as indicated above.

Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

	<p>Teaching and Learning Core: Focus: equity and excellence in core curriculum and supports.</p> <p>Innovation in Support of the Core: New Strategies and systems for delivering teaching and learning. High-impact strategies: School Design, Teacher Collaboration, Student Voice.</p> <p><i>Pipeline of Emerging Ideas:</i> To prepare for implementation, schools will be supported by a pipeline of ideas, which are defined and tested by students and their teams; some ideas will become pilot projects.</p>
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When HDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school's collective work, expand the capacity to improve, and continuously advance student learning.

As the HDOE 2020-2030 Strategic Plan is finalized, a "Forward Focus" Plan will be drafted to help school communities open conversations around the *Pipeline of Emerging Ideas*.

<p>While referencing the "Forward Future Plan," please describe your school's ideas around innovation and pilot projects. Your draft will be a valuable tool to collect feedback and solicit support for the Complex Area Superintendent, parents, students, and community members, as key stakeholders.</p>	<p>Rationale for Emerging Ideas</p>	<p>Conditions for Success</p>
<p>Students will leave Waikiki School speaking 2 languages</p> <p>Teachers will become TESOL certified through passing the Praxis and/or taking the required classwork</p>	<p>Normalizing second language acquisition as a challenge shared by all students</p> <p>Bilingual expertise prepares students for global citizenship</p>	<ul style="list-style-type: none"> • Effective foreign language instructors • Master schedule to provide daily opportunities for language learning within the master schedule and core curriculum