

# 2020 Academic Plan, School Year 2020-21



School: *Washington Middle School*

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused 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 an achievement gap; and 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools design measurable outcomes from the study of organizational, instructional, and student support systems. The measurable outcomes are implemented and improved through Plan, Do, Check, Act (PDCA) cycles and systemized by leading indicators.

## HIDOE Learning Organization

**Pipeline of Emerging Ideas:** To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.

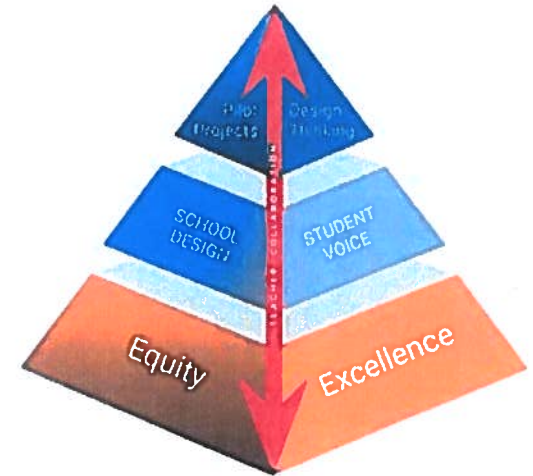
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

**Innovation in Support of the Core:** New strategies and systems for delivering teaching and learning. High-impact strategies: School Design, Teacher Collaboration, Student Voice.

- The Academic Plan incorporates School Design and Student Voice for Innovation in Support of the Core (pages 3-4).

**Teaching & Learning Core:** Focus: equity and excellence in core curriculum and supports.

- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the Teaching & Learning Core (page 2).



Principal (print): <i>Michael K. Harano</i>	Date: <i>5/21/20</i>
Principal's signature: <i>[Signature]</i>	

Complex Area Superintendent (print):	Date: <i>5/28/20</i>
Complex Area Superintendent's signature: <i>[Signature]</i>	



# Hawaii Department of Education: 2020 Academic Plan School Year: 2020-2021

**School Name:** Washington Middle School  
**Submitted By:** Michael Harano

**Kaimuki, McKinley, Roosevelt Complex Area  
Linell Dilwith, Complex Area Superintendent**

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:

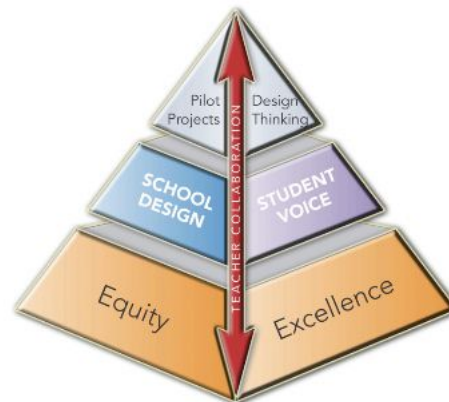
Focus: equity and excellence in core curriculum and supports.

### 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 vetted by our schools and teams; some will advance to support the core.



The 3-Year Academic Plan is structured by the HIDEO Learning Organization, and is founded on the **Teaching & Learning Core** (page 2).

The 3-Year Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 3-4).

The **Pipeline of Emerging Ideas** is linked to the HIDEO 2020-30 Strategic Plan (page 5).

*Note: Page numbers provided above need to be adjusted in the final copy of the plan, as the page numbers provided here are those on the blank template.*

# 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><b>Attendance</b> at Washington Middle School has decreased over time for six important subgroups:</p> <p>Guamanian and Chamuro 88.4 2018-2019, 91.5 2017-2018, 97.7 2016-2017                      Native Hawaiian - decrease from 2016-17 to 2018-2019                      Other Pacific Islander - decrease from 2016-17 to 2018-2019                      Other Asian - decrease from 2016-17 to 2018-2019                      Samoan - decrease from 2016-17 to 2018-2019                      White - decrease from 2016-17 to 2018-2019</p> <p><b>Academic Achievement</b> in ELA, math, and science for High Needs Students has decreased in comparison to Non-High Needs Students</p> <p>ELA                      All students 2018-2019                      All Students 305 41.50% 88 11.97% 217 29.52% 214 29.12%                      216 29.39%</p> <p>High Needs 2018-2019</p>	<p>SEL (Middle School Committee “A Year of Understanding”) professional development, implementation of lessons in advisory</p> <p>Student Voice</p> <p>Attendance Awards - Assemblies for attendance inviting parents celebrate attendance</p> <p>Attendance Monitoring Committee</p> <p><b>Common Quarterly Formative Assessments for each Content Area</b></p> <p><b>Vertical Alignment and Articulation - quarterly meetings in each content area to align incoming/outgoing skills, knowledge, dispositions of all 6th, 7th, and 8th grade students</b></p> <p><b>Culturally Responsive Teaching/SEL/Student Voice</b></p> <p>SEL (Middle School Committee “A Year of Understanding”) professional development, implementation of lessons in advisory</p>

**2020-2021 Academic Plan: [Washington Middle School]**

<p>High Needs 154 31.82% 41 8.47% 113 23.35% 151 31.20% 179 36.98%</p> <p>Math All Students 2018-2019 All Students 267 35.46% 130 17.26% 137 18.19% 187 24.83% 299 39.71%</p> <p>High Needs 2018-2019 High Needs 133 26.23% 63 12.43% 70 13.81% 122 24.06% 252 49.70%</p> <p>Science All students 2018-2019 All Students 61 24.90% 16 6.53% 45 18.37% 99 40.41% 85 34.69%</p> <p>High Needs 2018-2019 High Needs 32 19.63% 8 4.91% 24 14.72% 64 39.26% 67 41.10%</p>	<p>Teacher Professional Development HMTSS, Culturally Responsive Teaching Strategies, Student Voice</p> <p>Assessment Professional Development - improving teacher's assessment processes to inform instruction to meet student needs, develop success criteria for grade improvement -</p> <p>Content Areas of Math, ELA, Science, and Social Studies will create quarterly assessments to determine 1) what essential standards were learned 2) what students need to learn 3) how to reteach essential standards - Data from quarterly assessments will be used to inform instruction.</p>
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## A Foundation for Change

Evidence and Rational for Change	Key Strategies to Address and Promote Change
<b>Discipline</b> Incidents for Micronesian, Japanese, and Native Hawaiian students are significantly higher than for other	<b>Culturally Responsive Teaching/SEL/Student Voice</b>

**2020-2021 Academic Plan: [Washington Middle School]**

<p>subgroups in 2018-2019. All other groups at 53 incidents or fewer</p> <p>Micronesian (Ex. Marshallese, Pohnpeian, Chuukese) - 111 incidents</p> <p>Japaneese - 73</p> <p>Native Hawaiian 2018-2019 - 71</p>	<p>SEL (Middle School Committee "A Year of Understanding") professional development, implemantation of lessons in advisory</p> <p>Culturally Responsive Teaching</p> <p>Student Voice</p> <p>Celebrate Success</p> <p>Team of teachers and students(student will be from the subgroups representing high incident behaviors) form a committee to develop success criteria for high incident behaviors in order to decrease high incident behaviors</p> <p>Guest speakers - Dr. Hatori, University of Hawaii and others</p> <p>Culturally based school activities</p>
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## 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)
HMTSS	
SEL	Middle School Committee and Teams
School Design and Student Voice	Middle School Committee and Teams
Inclusionary Practices	
Key School Initiatives Addressed in the Plan	Leads(s)
Discipline Committee - Define Success Criteria for High Incidence Behaviors	Teacher and Student 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 subgroup(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
<i>Identify the targeted subgroup and their identified needs</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>
<b>Attendance:</b> Guamanian and Chamuro Native Hawaiian Other Pacific Islander Other Asian Samoan White	These students attend school less than other groups and achieve lower than other groups  Attendance - Guamanian and Chamuro - decrease from 2016-2017 to 2018-2019 Native Hawaiian - decrease from 2016-17 to 2018-2019 Other Pacific Islander - decrease from 2016-17 to 2018-2019 Other Asian - decrease from 2016-17 to 2018-2019 Samoan - decrease from 2016-17 to 2018-2019 White - decrease from 2016-17 to 2018-2019	<b>If</b> teachers engage in professional development and implementation of SEL strategies and practice Social Emotional Learning strategies, <b>then</b> students will attend school which will impact grades, social emotional development, and student achievement.	SEL/Student Voice/Culturally Responsive Teaching SEL (Middle School Committee “A Year of Understanding”) professional development, implementation of lessons in advisory (SW 6iii)  Advisory and Classroom walk-throughs with specific SEL “look for” criteria  Attendance Awards - Assemblies for attendance inviting parents celebrate attendance, certificates for attendance improvement, perfect attendance, positive letter home, (SW 7)  Intercom shout outs  Home visits (SW 6iii, SW 7)

			Attendance Monitoring Committee  Culturally based school activities and clubs
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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>
<b>Achievement:</b> <b>ELA</b>	<b>ELA</b> All students 2018-2019 All Students 305 41.50% 88 11.97% 217 29.52% 214 29.12% 216 29.39%  High Needs 2018-2019 High Needs 154 31.82% 41 8.47% 113 23.35% 151 31.20% 179 36.98%	If teachers address student’s unique learning needs, students will increase achievement, and grades.	SEL Professional Development and Implementation of SEL strategies SEL (Middle School Committee “A Year of Understanding”) professional development, implementation of lessons in advisory (SW 6iii)
<b>Math</b>	<b>Math</b> All Students 2018-2019 All Students 267 35.46% 130 17.26% 137 18.19% 187 24.83% 299 39.71%  High Needs 2018-2019		Culturally Responsive Teaching (SW 6i) Student Voice Common Formative Assessments Quarterly for each content area Assessment Professional Development Examine and analyze D and F lists Vertical Collaboration for each content area Differentiation (SW 6i) HMTSS (SW 6iii)



<p><b>Science</b></p>	<p>High Needs 133 26.23% 63 12.43% 70 13.81% 122 24.06% 252 49.70%</p> <p><b>Science</b> All students 2018-2019 All Students 61 24.90% 16 6.53% 45 18.37% 99 40.41% 85 34.69%</p> <p>High Needs 2018-2019 High Needs 32 19.63% 8 4.91% 24 14.72% 64 39.26% 67 41.10%</p> <p>Quarter 3 F List</p> <p>8th grade Fs @ 3rd quarter 109 7th grade Fs @ 3rd quarter 68 6th grade Fs @ 3rd quarter 64</p> <p>241 total Fs at the end of 3rd quarter</p>		<p>Inclusionary Practices (SW 6i) Co-create Success Criteria</p>
<p><b>Discipline</b></p>	<p><b>Discipline Incidents</b> for Micronesian, Japanese, and Native Hawaiian students are significantly higher than for other subgroups in 2018-2019. All other groups at 53 incidents or fewer.</p> <p>Micronesian (Ex. Marshallese,</p>	<p>If teachers develop positive management strategies, student discipline incidents will decrease for Micronesian and Native Hawaiian students, which will</p>	<p>Discipline Committee (students and teachers) - develop success criteria for high incidence behaviors</p> <p>SEL professional development and implementation of SEL teaching and learning strategies (SW 6iii)</p>

	Pohnpeian, Chuukese) = 111  Japanese = 73  Native Hawiian = 71	positively impact achievement and grades.	Culturally Responsive Teaching (SW 6i) Student Voice Celebrate Success Develop/co-create success criteria for high incident behaviors
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## Innovation in Support of the Core: School Design and Student Voice

### Part I

<p>Describe your complex/school contexts for School Design and Student Voice.</p> <p>What is your school currently doing for school design and student voice? Where is Washington Middle School in the School Design and Student Voice department?</p> <p>Courses need to be more engaging; courses need to be relevant to students, courses that students want may or may not be offered. There are not a wide variety of choices for students. As a result students experience little success.</p> <p>Student passion or interest is not part of the offered coursework. Continue flag football, track team, and intramurals.</p> <p>Middle School Committee has begun work with the following:</p> <p>Team leaders learning about think feel and do</p>	<p>Describe your current and continuing initiative that will further advance your 2020-21 School Design and Student Voice</p> <p>What will you do in 2020-2021? What is initiative to continue?</p> <p>Discipline Committee led by Teacher and Student leaders to co-create success criteria for high incidence behaviors</p> <p>Plan toward developing student passion and voice and interest as part of the offered coursework through focused academies, math academy. (SW 6ii)</p> <p>Plan toward a continuum of levels offered in electives, arts, PE, and potentially technical and vocational academic areas with consistency. (SW 6ii)</p> <p>Electrical, small engine repair, building and construction, and culinary arts. (SW 6ii)</p> <p>Plan toward building athletic teams and developing an athletics pathway.</p>	<p>Describe your conditions for Success for School Design and Student Voice</p> <p>What are the conditions for success for student voice and school design?</p> <p>Creation of committee comprised of students who engage in high incidence behaviors and teachers who work with students. Analysis of high incidence behaviors and co-creation of success criteria to positively impact students and teachers</p> <p>Teacher Professional Development HMTSS, Culturally Responsive Teaching Strategies, Student Voice</p> <p>Community relationships with community colleges, community leaders, and high school mentors.</p> <p>Middle School Committee will continue work with staff to fully develop SEL using data from surveys, and teacher/student feedback</p>
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**2020-2021 Academic Plan: [Washington Middle School]**

<p>Middle School Committee working to:</p> <p>Increase the awareness and understanding of adolescence among team leaders so that they will become the champion for their students on their teams.</p>	<p>Plan toward performing arts academy.</p> <p>Middle School Committee will continue work with staff to fully develop SEL using data from surveys, and teacher/student feedback</p> <p>Teachers connecting and developing relationships with students</p> <p>Professional Development Day with adolescent development focus “A Year of Understanding” foundation for year long professional development will be learning about: Brain Research and Adolescent Development Adolescent Needs and Characteristics Middle Level Teacher Characteristics Middle Level Best Practices</p> <p>Teachers will have Monthly PD - Monthly lessons - Quarterly Surveys to increase SEL awareness and competencies</p>	<p>Time for PD, Advisory period, Lesson follow through, implementation of lessons, surveys</p>
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## Innovation in Support of the Core: School Design and Student Voice

### Part II

SY 2020-2021 Measurable Outcomes	SY 2021-2022 Measurable Outcomes	SY 2022-2023 Measurable Outcomes
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**2020-2021 Academic Plan: [Washington Middle School]**

<p>What are your measurable outcomes around School Design and Student Voice?</p> <p>“A Year of Understanding” led by Middle School COmmittee - Initiative begins at full day PD day - focus The Adolescent</p> <p>Monthly PD and lessons for learning about and understanding adolescents</p> <p>Quarterly surveys will be given to students and staff to determine effectiveness and inform direction</p> <p>Monthly lessons will be taught in advisory to connect and build relationship with students in order to increase attendance, achievement, and SEL awareness/education</p> <p>Quarterly surveys will be given to students and staff to determine effectiveness and inform direction</p>	<p>What are your measurable outcomes around School Design and Student Voice?</p> <p>Big Idea for 2021-2022 considering data collected from previous year and using student and teacher input/feedback</p> <p>Data from quarterly surveys will inform Big Idea for SEL instruction for 2021-2022</p> <p>Monthly PD and lessons for learning about and understanding adolescents</p> <p>Monthly lessons will be taught in advisory to connect and build relationship with students in order to increase attendance, achievement, and SEL awareness/education</p> <p>Quarterly surveys will be given to students and staff to determine effectiveness and inform direction</p> <p>How will you know that there they are resulting in an improvement?</p> <p>Begin Parent Component with Parent Book Club on Adolescent Issues and Content Topics that school is teaching/learning</p>	<p>What are your measurable outcomes around School Design and Student Voice</p> <p>Big Idea for 2022-2023 considering data collected from previous year and using student and teacher input/feedback</p> <p>Monthly PD and lessons for learning about and understanding adolescents</p> <p>Monthly lessons will be taught in advisory to connect and build relationship with students in order to increase attendance, achievement, and SEL awareness/education</p> <p>Quarterly surveys will be given to students and staff to determine effectiveness and inform direction</p> <p>Increase Parent Component - learn what you live school partners with parents - Parent University - parent workshops align with the monthly topic the Middle School Committee</p>
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## Innovation in Support of the Core: School Design and Student Voice

### Part III

SY 2020-2021 Formative Measures	SY 2020-2021 Formative Measures	SY 2020-2021 Summative Measures
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**2020-2021 Academic Plan: [Washington Middle School]**

(beginning of the year)	(throughout the year)	(end of the year)
<p>What are your measurable outcomes around School Design and Student Voice Surveys, anectodatal data, student and staff to increase attendance, student achievement, and promote pro-social adolescent development</p> <p>How will you know that there they are resulting in an improvement? Content specific teams (English, math, science, social studies) will create common formative assessments and give assessments to students to determine if students are learning essential standards as determined by team</p> <p>Diagnostic initial screening Meeting Minutes, Agendas, Sign-In Sheets</p>	<p>What are your measurable outcomes around School Design and Student Voice surveys, anectodatal data, student and staff to increase attendance, student achievement, and promote pro-social adolescent development</p> <p>How will you know that there they are resulting in an improvement? Data from common formative assessments will be analyzed and common formative assessments will be revised to respond to student instructional needs</p> <p>Progress Reports/Report cards Meeting Minutes, Agendas, Sign-In Sheets</p>	<p>What are your measurable outcomes around School Design and Student Voice Surveys, anectodatal data, student and staff to increase attendance, student achievement, and promote pro-social adolescent development</p> <p>How will you know that there they are resulting in an improvement? Data from all common formative assessments will be analyzed and all common formative assessments will be revised to respond to student instructional needs for the 2021-2022 school year.</p> <p>Report cards, SBAC Meeting Minutes, Agendas, Sign-In Sheets</p>

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

### Part IV

<b>Student Outcomes</b> (2020-2021 Measurable Outcomes)	<b>Staff Outcomes</b> (2020-2021 Measurable Outcomes)	<b>Lead</b>
<p>Increased engagement in relevent content, increased attendance, increased acheivement, as determined by data</p>	<p>Implementation of relevent content, culturally responsive and SEL strategies for engagement, design of authentic learning opportunities and expereinces for all students as determined by data</p>	<p>Principal Assistant Principals Content Team Leads</p>

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

### Part V: Student and Staff Outcomes (SY 2020-2021)

Enabling Activities	Measurable Outcomes	Cost and Source of Funding <i>(including Prog ID)</i>	School Monitoring Activity	Frequency of Monitoring	Complex Monitoring <i>(completed by Complex Area, as appropriate)</i>
<p>Middle School Committee Collaboration - monthly - to create, plan, organize, implement, and monitor professional development for “A Year of Understanding”</p> <p>Professional Development Day with adolescent development focus “A Year of Understanding”</p> <p>Middle School Teams Collaboration -monthly</p> <p>SEL Professional Development - monthly</p>	<p>100% of Washington Middle School staff will participate in PC day “A Year of Understanding”</p> <p>Middle School Committee will provide 100% of the staff with monthly professional development complete with lessons to implement in advisory with students</p> <p>100% of staff will participate in quarterly surveys to determine program needs and effectiveness of “A Year of Understanding”</p> <p>100% of students will participate in quarterly surveys to determine program needs and effectiveness of “A Year of Understanding”</p>	<p>basic school/fiscal operation</p>	<p>Principal Assistant Principal Middle School Committee Lead Team Leads</p>	<p>Monthly</p>	<p>Complex Academic Officer Monthly Monitoring</p>

2020-2021 Academic Plan: [Washington Middle School]

<p>Creation of quarterly formative assessments for each content area</p> <p>Creation of quarterly formative assessments for each content area</p>	<p>English, Math, Science, Social Studies departments will create common quarterly assessments assessing essential standards taught during the quarter</p> <p>These assessment will be planned, organized, implemented and monitored by content leads and revised as needed as indicated by student performance data on SBAC and other data points</p>	<p>basic school/school operation</p>			

# Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

	<p><b>Teaching and Learning Core:</b> Focus: equity and excellence in core curriculum and supports.</p> <p><b>Innovation in Support of the Core:</b> New Strategies and systems for delivering teaching and learning. High-impact strategies: School Design, Teacher Collaboration, Student Voice.</p> <p><b>Pipeline of Emerging Ideas:</b> To prepare for emerging trends, advancement, and changes that impact education, ideas are tried and vetted by schools and their teams; some ideas will advance to support the core.</p>
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When HIDEOE 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 HIDEOE 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><b>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.</b></p>	<p><b>Rationale for Emerging Ideas</b></p>	<p><b>Conditions for Success</b></p>
<p>Recording Studio</p> <p>Hands on, technical learning in a wide variety of content/student interest areas.</p> <p>Parent University - partner with parents to understand the Middle School, adolescent student - Idea: can we do parent workshops according to the monthly topic the Middle School Committee</p>	<p>When the school addresses student’s unique learning needs, students will increase attendance, achievement, pro-social development and grades.</p> <p>To create and solidify a school home connection and relationship in order to increase attendance,</p>	<p>Successful Middle School Committee Successful Middle School Teams (to define what success looks like)</p> <p>Commitment from all staff to implement and integrate hands-on, project based learning and school redesign of the to centered on student voice</p>



	achievement, and pro-social development	<p>Commitment from Middle School Committee to plan, organize, implement, and monitor Parent University in alignment with SEL topics</p> <p>Commitment from school and district leaders to support and attend Parent University</p>
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## Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

<p><b>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. (continued from previous page)</b></p>	<p><b>Rationale for Emerging Ideas</b></p>	<p><b>Conditions for Success</b></p>
<p>Adolescents life size pictorial about who adolescents are Add post its about what adolescents are and made up of - this is who we are and what we need - areas for development - ongoing over time</p> <p>Life size of a teacher - personal stories, post its documenting what teachers are good at</p> <p>Team challenges - start with a need or characteristic - see flaws in others but slow to see them in themselves, as a team what might we do to address? Try it and see if it works - Adolescent need challenge compornent PLC - like a health and fitness challenge -</p>		