



Hawaii Department of Education: Wilson Academic Plan School Year: 2022-2023

School Name: Wilson Elementary School

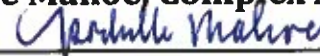
Farrington, Kaiser, Kalani Complex Area

Submitted By: Ryan Amine

Rochelle Mahoe, Complex Area Superintendent

Signatures

 4/14/22



Developing a collaborative Academic Plan framed by the HDOE 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.

HIDOE Learning Organization

Teaching and Learning Core:

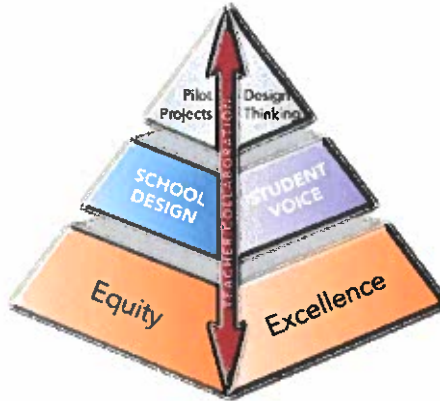
Focus: equity and excellence in core curriculum and supports.

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 HIDOE 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 HIDOE 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>English Language Arts Despite the COVID-19 pandemic, the percentage of students who met proficiency in SY 2020-2021 was 73%, a 2% increase from the results two years ago.</p>	<p>We will continue to focus on making learning visible by having students take ownership and provide a voice in their education by self-assessing their progress by utilizing learning targets and success criteria. We will continue to build the structure for small group instruction that will allow teachers to confer with students during their Tier 1 instruction. (ESSER - Effective Academic Practices, HMTSS-Evidence Based Practices)</p>

2017-2018	2018-2019	2019-2020	2020-2021
77%	71%	NA	73%

The **median growth percentile** has increased in English Language Arts (ELA) over the past three smarter balanced assessments.

2017-2018	2018-2019	2019-2020	2020-2021
45	52	NA	62

The **Achievement Gap** reduced significantly to 27 points in SY 2020-2021.

	2017-2018	2018-2019	2019-2020	2020-2021
Non-High Needs	84%	81%	NA	81%
High Needs	39%	38%	NA	53%
Achievement Gap	45 Points	42 Points	NA	27 Points

Teachers will utilize small group instruction to provide differentiated instruction to meet the needs of all students. A specific focus will be to ensure the students' high needs challenges are addressed and remove barriers to their learning. Students with special needs will be instructed in their least restrictive environment. (ESSER - Effective Academic Practices, HMTSS-Evidence Based Practices)

The support system will continue through data team meetings, learning walks, vertical articulation, coaching feedback, and differentiated professional development. (ESSER - Responsive Capacity Building)

In the writing strand, the Smarter Balanced Assessment data identified a challenging area with information writing. In the reading strand, text structures and features were the most challenging area for our students.

School year 2020-201 ELA Report Card Data

- Writing scored the lowest in students meeting or exceeding standards for most grade levels.
 - K-2: 86% proficient in writing
 - 3-5: 77% proficient in writing
- Another area of need was in Reading Foundations for K-2.
 - K-2: 76% proficient in reading foundations

Math

Wilson Elementary math scores continue to range above the 70th percentile in proficiency. There was a 4% loss in proficiency in the last recorded year.

2017-2018	2018-2019	2019-2020	2020-2021
76%	72%	NA	67%

The **median growth percentile** has increased significantly (14%) in Math during the 2020-2021 school year.

Teachers will provide explicit instruction in writing utilizing the Lucy Calkins Units of Study Opinion, Narrative, and Information Writing program. (ESSER - Effective Academic Practices, HMTSS-Evidence Based Practices)

We will continue to focus on making learning visible by having students take ownership and provide a voice in their education by self-assessing their progress by utilizing learning targets and success criteria. We will build the structure for small group instruction that will allow teachers to confer with students during their Tier 1 instruction. (ESSER - Effective Academic Practices, HMTSS-Evidence Based Practices)

2017-2018	2018-2019	2019-2020	2020-2021
44	42	NA	56

The **Achievement Gap** reduced significantly to 28 points in SY 2020-2021.

	2017-2018	2018-2019	2019-2020	2020-2021
Non-High Needs	83%	81%	NA	75%
High Needs	44%	43%	NA	47%
Achievement Gap	39 Points	38 Points	NA	28 Points

Science Data - Although there has been a decline in the Science NGSS results, the school continues to exceed the state average each year.

2017-2018 (Bridge)	76%
2018-2019 (NGSS)	79%
2019-2020	NA
2020-2021	62%

Teachers will utilize small group instruction to provide differentiated instruction to meet the needs of all students. A specific focus will be to ensure the students' high needs' challenges are addressed and remove barriers to their learning. Students with special needs will be instructed in their least restrictive environment. (ESSER - Effective Academic Practices, HMTSS-Evidence Based Practices)

The support system will continue through data team meetings, learning walks, vertical articulation, coaching feedback, and differentiated professional development. (ESSER - Responsive Capacity Building)

Perception Data

The school quality survey results yielded a high positive perception from the teacher and parent group. The percentage of teachers and parent satisfaction was over 92% for the past three years. For the students' surveys, there is a **slight decline in students feeling safe in school** over the past three years.

As a result of our school quality survey results, we will consistently implement the SEL curriculum and the strategies from HMTSS to promote a sense of well-being for all students. The professional development and support for the implementation of proactive management strategies will focus on decreasing the percentage of students who don't feel safe on campus.

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)
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School Design	ART
Empowerment: Student Voice	ART
Teacher Collaboration	Academic Coaches
Key School Initiatives Addressed in the Plan	Leads(s)
ELA Achievement and GAP	ART
Math Achievement and GAP	ART
Social Emotional Learning	ART
Response to Intervention	ART
English Language Learners	EL Team
Students with Disabilities	SPED Department

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).

2022-2023 Academic Plan: [Wilson Elementary School]

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>
<p>Special Education English Language Learners Economically Disadvantaged Students</p> <ul style="list-style-type: none"> ● Key explicit instructional strategies to support learning and growth ● Rigorous instruction and communicating high expectations for learning and criteria for success ● Students with special needs will receive specially designed instruction in their least restrictive environment. 	<p>Special Education Students</p> <ul style="list-style-type: none"> ● In the school year 2018-2019, the percent of students who met proficiency in ELA was 5% ● In the school year 2020-2021, the percent of students who met proficiency in ELA was 16%. ● In the school year 2018-2019, the percent of students who met proficiency in Math was 25% ● In the school year 2020-2021, the percent of students who met proficiency in Math was 20%. ● In the school year 2019-2020, 6% of special education students met proficiency on their year-end writing report card grade. <p>English Language Learners</p> <ul style="list-style-type: none"> ● In the school year 2018-2019, the percent of students who met proficiency in ELA was 11% ● In the school year 2020-2021, the percent of students who met proficiency in ELA was 43%. ● In the school year 2018-2019, the percent of students who met proficiency in Math was 33% 	<p>If the principal provides access to quality inclusive practices and small group professional development with coaching support, then teachers will build consistent instructional practices that will make learning visible for all students.</p> <p>If teachers provide quality differentiated instruction, accommodations, and modifications, then high-needs students will be able to attain higher levels of learning, achievement, and growth.</p>	<p>Ongoing professional learning opportunities on inclusive practices and small group instruction that will provide teachers with the skills and knowledge to differentiate their instruction using research-based strategies that promote growth for all students.</p> <p>Coaching from administrators, coaches, and peers will support the improvement of instructional practices and results for all students.</p> <p>Teachers provide rigorous instruction that meets the needs of all students. Success criteria are used by students to reach their high expectations.</p>

	<ul style="list-style-type: none"> • In school year 2020-2021, the percent of students who met proficiency in Math was 29%. • In the school year 2019-2020, 48% of EL students met proficiency on their year-end writing report card grade. 		
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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>
	<p>Economically Disadvantaged</p> <ul style="list-style-type: none"> • In the school year 2018-2019, the percent of students who met proficiency in ELA was 48% • In the school year 2020-2021, the percent of students who met proficiency in ELA was 56%. • In the school year 2018-2019, the percent of students who met proficiency in Math was 42% • In the school year 2020-2021, the percent of students who met proficiency in Math was 56%. 	<p>If the principal provides access to quality inclusive practices professional development with coaching support, then teachers will build consistent instructional practices that will make learning visible for all students.</p>	<p>Ongoing professional learning opportunities will provide teachers with the skills and knowledge to differentiate, accommodate, and modify their instruction using research-based strategies that promote growth for all students.</p>

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 2020-21 School Design and Student Voice	Describe your conditions for Success for School Design and Student Voice
<ul style="list-style-type: none"> ● The ART will continuously evaluate its efforts to ensure that all students have equitable access and are making appropriate growth in learning and social and emotional development. ● Professional development is connected and focused on building visible learners on campus. ● Students have opportunities to express their ideas and reflect on their learning at Wilson in the classroom and through various student surveys. 	<ul style="list-style-type: none"> ● For all students to make proper growth, school design will include formative assessment strategies and a tiered system of support that provides quality tier 1 instruction and Tier 2 and 3 interventions. ● Multi-Tiered System of Support strategies will be infused within instruction throughout the day through a tiered system approach. ● Teachers will continue to engage in professional development that will include knowledge building, vertical articulation, peer visits, and professional conversations. The focus of professional development will be on writing and visible learners. ● Survey students throughout the year to get their insight on various school programs and initiatives. 	<ul style="list-style-type: none"> ● Ensuring equity, all teachers will evaluate their impact on student learning. Regular reflection on academic and behavioral practices and strategies is critical to ensure all students are making progress and growth. ● ART will review professional development outcomes through student work, learning walk data, student voice, and feedback from teachers. ● Teachers consciously create opportunities for students to express their thoughts and provide student choice in their learning. Students can self-assess their progress demonstrated through conversations or their work captured through the Seesaw application.

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

Part II (over three years)

SY 2021-2022 Measurable Outcomes	SY 2022-2023 Measurable Outcomes	SY 2023-2024 Measurable Outcomes
<p>What are your measurable outcomes around School Design and Student Voice</p> <ul style="list-style-type: none"> ● One hundred percent of teachers will utilize learning targets and success criteria to allow students to self-assess their progress in alignment to their learning target via learning walks. ● Eighty percent of students can explain their success criteria and where they are in their learning in relation to the learning target. ● One hundred percent of teachers utilize small group instruction in ELA. ● Eighty percent of students demonstrate proficiency on their quarterly writing report card grade. ● One hundred percent of teachers and counselors implement the Social Emotional Learning Curriculum. ● Eighty-Five percent of students will achieve a Usually or Consistently rating on their quarterly GLO Report for Self Directed Learner. 	<p>What are your measurable outcomes around School Design and Student Voice</p> <ul style="list-style-type: none"> ● One hundred percent of teachers will utilize learning targets and success criteria to allow students to self-assess their progress in alignment to their learning target via learning walks. ● Eighty-Five percent of students can explain their success criteria and where they are in their learning in relation to the learning target via learning walks. ● One hundred percent of teachers utilize small group instruction in ELA and Math. ● Eighty-five percent of students demonstrate proficiency on their quarterly writing report card grade. ● One hundred percent of teachers and counselors implement the Social Emotional Learning Curriculum. ● Eighty-Five percent of students will achieve a Usually or Consistently rating on their quarterly GLO Report for Self Directed Learner. 	<p>What are your measurable outcomes around School Design and Student Voice</p> <ul style="list-style-type: none"> ● One hundred percent of teachers will utilize learning targets and success criteria to allow students to self-assess their progress in alignment to their learning target via learning walks. ● Eighty-Five percent of students can explain their success criteria and where they are in their learning in relation to the learning target via learning walks. ● One hundred percent of teachers utilize small group instruction in ELA and Math. ● Eighty-five percent of students demonstrate proficiency on their quarterly writing report card grade. ● One hundred percent of teachers and counselors implement the Social Emotional Learning Curriculum. ● Eighty-Five percent of students will achieve a Usually or Consistently rating on their quarterly GLO Report for Self Directed Learner.
<p>Why are you implementing them?</p>	<p>Why are you implementing them?</p>	<p>Why are you implementing them?</p>

2022-2023 Academic Plan: [Wilson Elementary School]

<ul style="list-style-type: none"> ● Formative assessment yields a high effect size to enhance the learning for all students. ● Students' voice promotes the power of self and peer assessment. <p>How will you know that there they are resulting in an improvement?</p> <ul style="list-style-type: none"> ● Students can explain why, what, and how they are learning. They know where they are going, how they are going, and where to next. ● Teachers share their success with their peers and seek more opportunities to display distinguished practices in teaching. ● Students are able to write proficient narrative, informational, and persuasive pieces. ● Students understand the critical components of the MINDSET. ● It appears that the measurable outcomes will also serve as a quantifiable measure of improvement. 	<ul style="list-style-type: none"> ● Formative assessment yields a high effect size to enhance the learning for all students. ● Students' voice promotes the power of self and peer assessment. <p>How will you know that there they are resulting in an improvement?</p> <ul style="list-style-type: none"> ● Students can explain why, what, and how they are learning. They know where they are going, how they are going, and where to next. ● Teachers share their success with their peers and seek more opportunities to display distinguished practices in teaching. ● Students are able to write proficient narrative, informational, and persuasive pieces. ● Students understand the critical components of the MINDSET. ● It appears that the measurable outcomes will also serve as a quantifiable measure of improvement. ● 	<ul style="list-style-type: none"> ● Formative assessment yields a high effect size to enhance the learning for all students. ● Students' voice promotes the power of self and peer assessment. <p>How will you know that there they are resulting in an improvement?</p> <ul style="list-style-type: none"> ● Students can explain why, what, and how they are learning. They know where they are going, how they are going, and where to next. ● Teachers share their success with their peers and seek more opportunities to display distinguished practices in teaching. ● Students are able to write proficient narrative, informational, and persuasive pieces. ● Students understand the critical components of the MINDSET. ● It appears that the measurable outcomes will also serve as a quantifiable measure of improvement. ●
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Innovation in Support of the Core: School Design and Student Voice

Part III (over one school year)

SY 2022-2023 Formative Measures (beginning of the year)	SY 2022-2023 Formative Measures (throughout the year)	SY 2022-2023 Summative Measures (end of the year)
<p>Learning Walks</p> <ul style="list-style-type: none"> • The percentage of teachers utilizing learning targets and success criteria to allow students to self-assess their progress in alignment to their learning target. • The percentage of students that can explain their success criteria and where they are in their learning in relation to the learning target. • The percentage of teachers utilizing small group instruction in ELA. • The percentage of teachers and counselors implementing the Social Emotional Learning Curriculum. <p>Student Data</p> <ul style="list-style-type: none"> • The percentage of students making progress on their universal screening data. • The percentage of students who achieve a Usually or Consistently rating on their quarterly GLO Report for Self Directed Learner. 	<p>Learning Walks</p> <ul style="list-style-type: none"> • The percentage of teachers utilizing learning targets and success criteria to allow students to self-assess their progress in alignment with their learning target. • The percentage of students that can explain their success criteria and where they are in their learning in relation to the learning target. • The percentage of teachers utilizing small group instruction in ELA or Math. • The percentage of teachers and counselors implementing the Social Emotional Learning Curriculum. <p>Student Data</p> <ul style="list-style-type: none"> • The percentage of students making progress on their universal screening data. • The percentage of students who achieve a Usually or Consistently rating on their quarterly GLO Report for Self Directed Learner. 	<p>Learning Walks</p> <ul style="list-style-type: none"> • The percentage of teachers utilizing learning targets and success criteria to allow students to self-assess their progress in alignment with their learning target. • The percentage of students that can explain their success criteria and where they are in their learning in relation to the learning target. • The percentage of teachers utilizing small group instruction in ELA or Math. • The percentage of teachers and counselors implementing the Social Emotional Learning Curriculum. <p>Student Data</p> <ul style="list-style-type: none"> • The percentage of students making progress on their universal screening data. • The percentage of students who achieve a Usually or Consistently rating on their quarterly GLO Report for Self Directed Learner.

		<ul style="list-style-type: none"> The percentage of students who achieved proficiency or higher on the ELA and Math Smarter Balanced Assessment and NGSS Assessment.
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Innovation in Support of the Core: School Design and Student Voice

Part IV

Student Outcomes (2022-2023 Measurable Outcomes)	Staff Outcomes (2022-2023 Measurable Outcomes)	Lead
<ul style="list-style-type: none"> Student Voice on sharing their learning and outcomes of their lessons. Student report card data on identified strands in ELA, Math, and Science. Student on-demand writing results General Learner Outcomes - Self-directed learner Seesaw activities that are posted online for teachers and parents. 	<ul style="list-style-type: none"> Utilization of learning targets and success criteria to promote visible learning for students. Professional dialogue and intervention plans are documented during data teams. Teachers embed social-emotional learning into their daily lessons. Teachers utilize Seesaw to promote student voice 	

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 Activity (Includes frequency)	Complex Monitoring Measurable Outcomes	Complex Monitoring Activity (Includes frequency)
<p>Yearlong</p> <p>Teachers utilize learning targets and success criteria as the foundation to promote formative assessment and Visible Learning strategies (ex. co-construction of success criteria, self and peer assessment)</p> <p>Teachers engage in professional development on visible learning strategies - self-assessment, goal-setting (ex. PLCs, Peer Learning Walks)</p> <p>Students communicate their learning target, how they know they are successful and share next steps to enhance their learning.</p>		<p>One hundred percent of all teachers utilize Learning Targets and Success Criteria as evidenced in their quarterly learning walks.</p> <p>Eighty percent of all students will be able to articulate how they are making progress towards their Learning Target and Success Criteria as evidenced during their quarterly Learning Walks.</p>	<p>Learning Walks Quarterly</p> <p>Data Team Minutes - Weekly</p>		

2022-2023 Academic Plan: [Wilson Elementary School]

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.

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 Activity (includes frequency)	Complex Monitoring Measurable Outcomes	Complex Monitoring Activity (includes frequency)
<p>Year Long Small Group Instruction - Teachers implement small group instruction to differentiate their teaching with a focus on literacy.</p>	<p>Title II Funds - Approximately \$12,000.</p> <p>ESSER Funds \$28,500</p>	<p>One hundred percent of teachers plan for small group instruction with the use of Differentiated Instruction as documented in Data Team minutes.</p> <p>One hundred percent of teachers utilize small group instruction as evidenced by learning walks- beginning quarter 2.</p> <p>Eighty percent of all students will be at or above grade level proficiency or demonstrate a .5 grade equivalent growth in universal screener</p>	<p>Data Team Minutes (TAP Girl Document)- Weekly</p> <p>STAR - BOY, MOY, and EOY</p>		

		results.(ELA & Math).			
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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 Activity (includes frequency)	Complex Monitoring Measurable Outcomes	Complex Monitoring Activity (includes frequency)
<p>Year-Long Implement a Multi-Tiered behavioral system that includes evidence based/scientifically validated interventions to promote student engagement in class. (SEL curriculum, Proactive Management Strategies, Counseling Check-ins, RFAs)</p>		<p>One hundred percent of teachers implement the SEL Curriculum and selected proactive management strategies as evidenced by quarterly Data Team Minutes.</p> <p>One hundred percent of students identified with social-emotional needs receive school-level intervention as evidenced by the RFA action plan.</p>	<p>Data Team Minutes - Weekly</p> <p>RFA Action Plans - Weekly</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 Activity (includes frequency)	Complex Monitoring Measurable Outcomes	Complex Monitoring Activity (includes frequency)
<p>Year-Long</p> <p>Utilize technology tools to support formative assessment in Tier 1 instruction and provide collaborative feedback.</p>		<p>One hundred percent of teachers will utilize Seesaw/Google Classroom to allow opportunities for students to demonstrate their learning and provide feedback as evidenced through Seesaw/Google Classroom posts.</p> <p>One hundred percent of students will use Seesaw/Google Classroom to demonstrate their learning and allow opportunities for feedback as evidenced through Seesaw/Google Classroom posts.</p>	<p>Seesaw Data - Weekly</p>		

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>Pipeline of Emerging Ideas: 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 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>
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<p>Creating Global Learning Opportunities Global learning enables students to have a voice and take purposeful action to improve their own lives and to positively influence the world around them. When students are provided opportunities to investigate issues they deem important, unpack why these issues exist, and come up with solutions to make them better, they become empowered to be the catalysts of the changes they wish to see.</p>	<p>Global learning is about facilitating educational experiences that allow students to appreciate diverse perspectives, understand the connections they have to the wider world, respectively and effectively communicate and collaborate across cultures and countries, and use disciplinary and interdisciplinary knowledge to investigate and take action on issues that matter to them and the wider world.</p> <p>Relevancy is an important aspect to teaching and learning. Parent feedback supports the idea of global learning.</p>	<p>We will need to look at providing time and professional development for teachers to create global learning opportunities for students.</p>
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Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

<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. <i>(continued from previous page)</i></p>	<p align="center">Rationale for Emerging Ideas</p>	<p align="center">Conditions for Success</p>

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