

Exemplary Project Process



Innovation Elementary School
Meeting #2
November 3, 2022

What is an exemplary project?

A distinctive educational offering whose purpose is to augment the APS instructional program.



Spotlight - Ashlawn Global Citizen Project

Global citizens are individuals capable of succeeding in the world through an understanding of global issues and a commitment to local concerns.

Ashlawn Elementary School strives to educate and nurture Global Citizens by providing our students with experiences and opportunities to explore cultures around the world; protect our environment; prevent inequities in terms of economics, gender, and race; and promote peace and tolerance. During the 2007-2008 school year, teachers, parents, staff and the administrators at Ashlawn were able to expand these experiences and opportunities by developing an Arlington Public Schools Exemplary Project to teach the existing curricula and add new activities through the lens of Global Citizenship. The School Board approved the multi-year project to begin in September 2008.



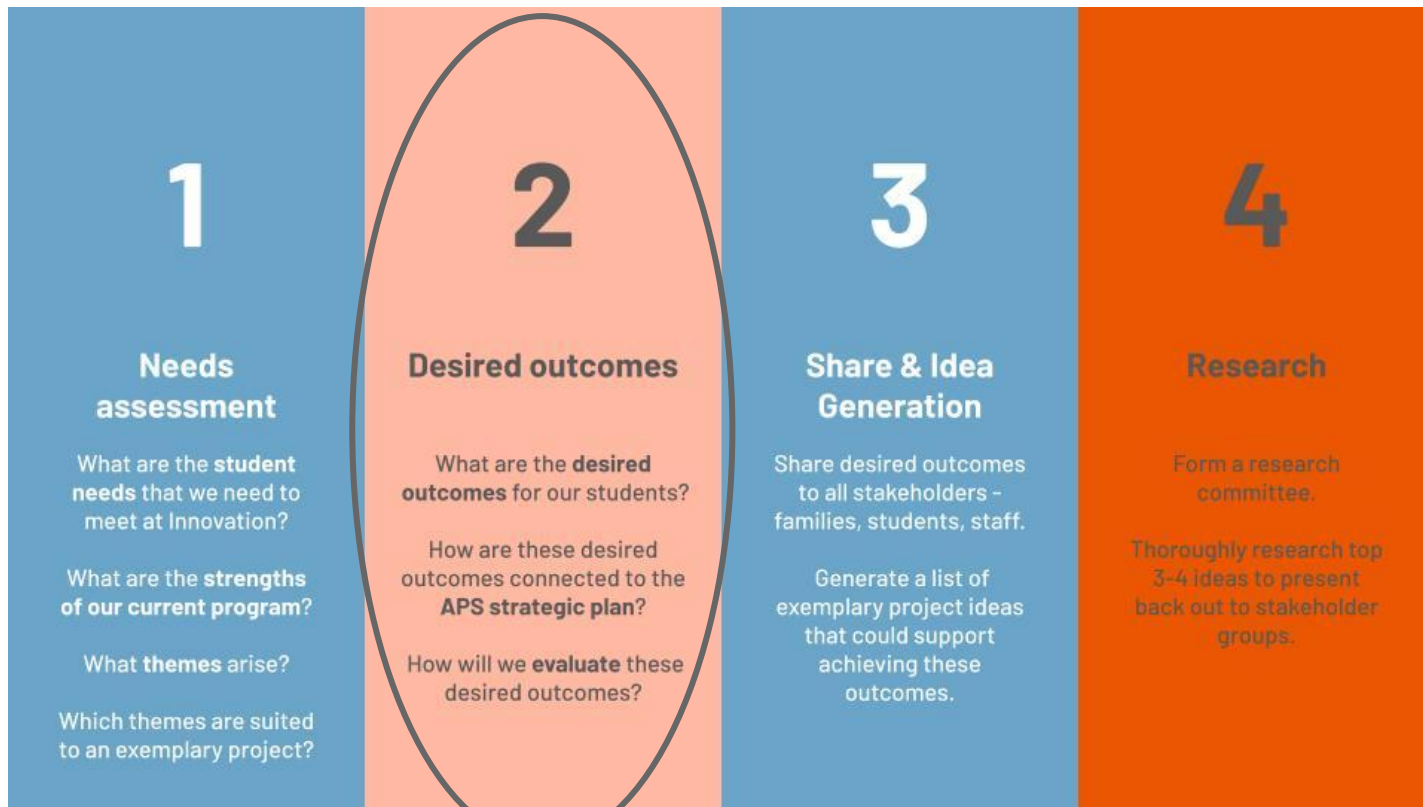
Spotlight - Ashlawn Global Citizen Project

The current school climate and traditions foster an appreciation of culture, nature, humanity, and community. This Global Citizenship Project (GCP) will make these existing traditions and any new activities more deliberate, cohesive, and relevant to the curriculum. Through this project, our Global Citizens will be provided with opportunities to learn about some of the critical issues and questions facing the world today and how to take a role in affecting change.

The four key components of the GCP are:

- **CULTURE:** Develop and foster respect and care for cultures around the world and within our school community.
- **ENVIRONMENT:** Develop and foster respect and care for the Earth's ecological systems.
- **SOCIAL JUSTICE:** Develop and foster respect and care for human and economic development that is equitable and sustainable.
- **LEADERSHIP AND CULTURE OF PEACE:** Develop and foster leadership skills to promote democracy, nonviolence, and peace.

Where are we in the process?



What info have we gathered so far (families)?

STRENGTHS

- Diversity
- Sense of community
- Positive climate

NEEDS

- Creative thinking
- Problem solving skills
- Growth mindset
- Cooperative learning opportunities
- Experiential learning opportunities
- Compassion toward others
- Appreciation for diversity and inclusion
- Responsibility/ownership/independence
- Multimodal learning
- Future-thinking skills
- Academic success

What info have we gathered so far (staff)?

STRENGTHS

- Diversity
- Sense of community
- Positive climate
- Dedicated staff
- Responsive classroom framework
- C.A.R.E.S. focus

NEEDS

- Strengthen tier 1 instruction for diverse needs
- Improve SOL scores
- Time to continue developing as a community
- Strengthen C.A.R.E.S.
- Appreciating diversity
- Compassion toward others
- Good citizenship
- Understanding actions have consequences both good and bad

Goal for tonight

Identify the
OUTCOMES that we
want for our students

What is an outcome?

What do we want our students to be able to:

- Do
- Understand
- Excel at

How will we know they have achieved this outcome?

- Think about assessment



In your breakout rooms

Identify a facilitator and a notetaker

Complete your group's slide (look for your group number at top of slide)

Use identified strengths and needs to list desired outcomes

Use the sentence stems to be sure your outcomes are specific and measurable

You may prioritize your outcomes or just list your group's brainstormed ideas

Desired outcomes - Group

Students will be able to...

Students will understand how to...

Students will create...

Students will be able to describe...

[Take notes here](#)

Timeline for the process

Goal: Implementation SY23-24



**October
-December
2022**

Needs assessment

Desired outcomes

Idea generation



January 2023

Research



February 2023

Selection

Proposal



**March - May
2023**

Feedback

Approval

Thank you!