



# Three-Year Academic Plan 2017-2020

[Konawaena Elementary]

[81-901 Onouli Road, Kealakekeua  
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Website Address]

Submitted by [Claire L. Yoshida]	Date
[Insert Principal's Signature]	[Insert Signature Date]

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[Insert Complex Area Superintendent's Signature]	[Insert Signature Date]

## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

<b>Where are we now?</b>	
<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> <li>• Comprehensive Needs Assessment (Title I Schools)</li> <li>• WASC Self Study                             <ul style="list-style-type: none"> <li>▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction</li> <li>▪ WASC Category C: Standards Based Student Learning: Instruction</li> <li>▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability</li> </ul> </li> <li>• International Baccalaureate (IB) Authorization</li> <li>• Other</li> </ul>	<ol style="list-style-type: none"> <li>1. Need: Increase academic learning for all students by providing rigorous, standards-based instruction.</li> <li>2. Need: Provide inclusion opportunities for Special Education and English Language Learners.</li> <li>3. Need: Focus on General Learner Outcomes to help also students to be prepared and resilient (Social Emotional Learning).</li> <li>4. Need: Focus on developing the whole child: executive functioning, decision-making, problem-solving, providing more opportunities in art, music and physical education.</li> <li>5. Need: Make instructional decisions based on data.</li> <li>6. Need: Continue horizontal and vertical articulation.</li> <li>7. Need: Improve delivery of Tier 1 and Tier 2 services to students (Response to Intervention).</li> <li>8. Need: Improve student attendance, tardies, parent and family community involvement.</li> </ol>
	<b>Addressing Equity: Sub Group Identification</b>
	<p><b>In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.</b></p> <p>English Language Learners Special Education Students</p>

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<b>ORGANIZE:</b> Identify your Academic Review Team Accountable Leads.	
<b>Name and Title of ART Team Accountable Lead</b>	<b>Responsible for implementation of the school's strategies and initiatives</b>
1. Iris Higashi-Oshiro and Debi Yamamoto (Math Coach, Reading Coach)	1a. Common Core State Standards 1b. Formative Instruction / Data Teams
2. Jan Pruden (Student Services Coordinator)	2. Comprehensive Student Supports
3. Susan Guccione (Vice Principal)	3a. Educator Effectiveness 3b. WASC Coordinator
4. Claire L. Yoshida (Principal)	4a. Induction and Mentoring 4b. Academic Review Team
5. Katrina Cheung (Counselor)	5. Behavior, Counseling and Guidance
6. Cami Iwanaga (ELL Teacher, ELL & Migrant Education Coordinator)	6. English Language Learners, Migrant Education
7. Jody Fergerstrom (Technology Coordinator)	7. Computers and Technology
8. Monica Nonaka (Instructional Leadership Team Chairperson)	8. Instructional Leadership Team
9. Joseph Gross (Special Education Teacher)	9. Inclusion

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10.	10.
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**Goal 1: Student Success.** All students demonstrate they are on a path toward success in college, career and citizenship.

- Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
- Objective 3: Well Rounded** - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.
- Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

<b>Outcome:</b> By the end of three years,	<b>Rationale:</b>
<p>At the end of SY 2019-2020, all students will be:</p> <ul style="list-style-type: none"> <li>Be responsible for their learning to set and achieve their aspirations for the future.</li> <li>Be safe, healthy and supported in school so that they can engage fully in high-quality educational opportunities.</li> <li>Be engaged in a rigorous, well rounded education so that they will be prepared and successful in their post-high school goals.</li> <li>Be able to transition successfully from grade to grade and from school to school and level to level.</li> </ul>	<p>K-12 learning opportunities expand students’ horizons through a range of topics, solutions, and possibilities for their education and their future. Students’ personalized plans, including career, postsecondary, and training goals, are informed by learning opportunities throughout the k-12 continuum. Students are engaged and motivated because learning is relevant and builds on their strengths. Students’ voice and curiosity are nurtured, which prepares them to have and exercise positive choices for their learning, their future, and their contributions to the community.</p> <p>Students’ physical, social, mental, emotional, and cognitive development are critical as they move from early childhood to adolescence to adulthood. Students succeed when their individual needs are met and their innate gifts and abilities are nurtured.</p> <p>All students should experience a rigorous and well-rounded standards-based education that covers a variety of academic subject areas. In response to long-standing federal accountability laws, our schools’</p>

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	<p>curriculum and instruction too often focused narrowly on reading and mathematics. Students should experience the interdisciplinary nature of education, and develop the abilities and skills necessary to have a “breadth of knowledge that leads to joy in learning, respect for others and a lifelong spirit of inquiry...” The federal Every Student Succeeds Act requires standardized testing. In addition to federally required tests, schools may choose to assess students to inform planning for learning by teachers, schools and policymakers, and to validate and report students’ academic progress to students, their families, lawmakers and the community.</p> <p>Students who feel connected to school are more likely to engage and learn. Students’ transitions between schools – whether advancing to middle or high school or transferring between schools – can disrupt their sense of connectedness to school. Intentional planning to support students’ transitions can make the critical difference for student success.</p>
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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<b>EMPOWERED</b> <b>Increase student engagement and empowerment through relevant,</b>	<b>Implement Wonders in grades K through 5 with a focus on all students being on grade level by the end of grade 2.</b> <b>English Language Arts includes Reading, Writing and Response to Intervention.</b>	SY 2017 – 2018 SY 2018 – 2019 SY 2019 – 2020	Debi Yamamoto, Reading Coach	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE	<i>iReady and DIBELS universal screener, curriculum assessments and quarterly assessments.</i>

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<p><b>rigorous learning opportunities.</b></p>	<p>Differentiated Core Instruction</p> <p>1a. Focus on Foundational Reading Skills to Differentiate learning for students by using Large and Small Group Instruction with an emphasis is Grades k through 2 so all students can be on grade level by the end of grade 2.</p> <p>Students are grouped based on student need and supported by data.</p> <p>Areas to focus on: Fluency, Vocabulary/Oral Language, Comprehension, Phonics, Phonological Awareness.</p>	<p>SY 2017-2018</p> <p>SY 2018-2019</p> <p>SY 2019-2020</p>		<p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p><i>Action Plans from Grade Level Reading Data Teams.</i></p>
	<p>1b. Writing:</p> <p>Students will be able to select the appropriate Thinking Maps based on the cognitive progress and key words for each process. Use multiple maps to help with a writing piece.</p> <p>Areas to focus on: Mechanics, Common Rubrics and Mechanics.</p>	<p>SY 2017-2018</p>			<p><i>Action Plans from Grade Level Writing Data Teams.</i></p>
	<p>1c. Implement the Thinking Maps Writing Curriculum.</p>	<p>SY 2018-2019</p> <p>SY 2019-2020</p>			<p><i>Action Plans from Grade Level Reading, Writing, Math Data Teams.</i></p>
	<p>1d. Response to Intervention:</p>				

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	iReady and tutors assigned to each grade level as well as tutors assigned to support interventions for students who may be going to a School Focus Team.	SY 2017-2018 SY 2018-2019 SY 2019-2020			<i>Action Plans from Grade Level Reading, Writing, Math Data Teams.</i>		
<b>EMPOWERED</b> <b>All students successfully empowered and prepared to be innovators and global citizens.</b>	<b>Implement Engage NY in grades K through 5 with a focus on all Differentiated Core Instruction and Differentiated Fluency Block.</b>  Differentiated Core Instruction: 1e. Small Group Instruction. Needs Assessment to differentiate the professional development for teachers. Assess and look at next enabling activity.  1f. Bar Model to be used for problem solving (Singapore Math).  Differentiated Fluency Block: 1g. Daily Fluency Block Common Assessment Differentiate other concepts (eg. problem solving).	SY 2017-2018	Iris Higashi-Oshiro, Math Coach	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<i>iReady screener and quarterly assessments.</i>		
		SY 2018-2019				RegEd Teachers	Action Plans from Grade Level Reading, Writing, Math Data Teams.
		SY 2019-2020				SpEd Teachers	
		SY 2017-2018	RegEd Teachers SpEd Teachers		Action Plans from Grade Level Reading, Writing, Math Data Teams.		
		SY 2018-2019					
		SY 2019-2020					
		SY 2017-2018	RegEd Teachers SpEd Teachers		Action Plans from Grade Level Reading, Writing, Math Data Teams.		
		SY 2018-2019					
		SY 2019-2020					
		SY 2017-2018	RegEd Teachers SpEd Teachers		Action Plans from Grade Level Reading, Writing, Math Data Teams.		
		SY 2018-2019					
		SY 2019-2020					

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<p><b>WHOLE CHILD</b> All students are safe, healthy, and supported in school, so they can engage fully in high-quality educational opportunities.</p> <p>Address students' physical, mental, and behavioral health through school programs and partnerships with families, community organizations, an government agencies that support students' well-being.</p>	<p><b>Implement Positive Behavioral Supports, Thinking Maps, and Clear Policies.</b></p> <p>1h. Positive Behavioral Interventions: implement GAT or some other program for Social Emotional Learning.</p> <p>1i. General Learner Outcomes are taught to students and rubrics are used so they understand what each of the GLOs mean. Incorporate a reflection time so students can reflect on their progress to meeting specific GLOs.</p> <p>1j. Thinking Maps: implement Thinking Maps with a focus</p>	<p>SY 2017-2018 SY 2018-2019 SY 2019-2020</p> <p>SY 2017-2020</p> <p>SY 2017-2020</p> <p>SY 2017-2020</p>	<p>Katrina Cheung, Counselor</p> <p>RegEd Teachers SpEd Teachers</p> <p>Instructional Leadership Team</p>	<p><input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>Referral data, report card data (GLOs), attendance data.</p> <p>Classroom Teacher Schedules.</p> <p>Teacher lesson plans. Student reflections.</p> <p>Action Plans from Writing Data Teams/</p>



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	<p>cognitive processes to help children become better thinkers.</p> <p>1k. Develop clear policies on Attendance, Tardies and Response to Intervention.</p>	<p>SY2017-2018 SY2018-2019</p>	<p>Susan Guccione, Vice Principal</p>		<p>Completed Policies.</p>
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<p><b>WELL-ROUNDED.</b> All students are offered and engage in rigorous, well-rounded education so that students are prepared to be successful in their post-high school goals.</p> <p>Provide students of all backgrounds, ages, and needs with a challenging and quality standards-based education in all subject areas.</p>	<p>1l. All students are provided with opportunities to participate in all content areas, including art, music and physical education.</p> <p>1m. All students are provided with a challenging standards-based education in all subject areas through inclusion.</p>	<p>SY 2017-2018 SY2018-2019 SY2019-2020</p> <p>2017-2020</p>	<p>Classroom Teachers</p> <p>Susan Suzuki, Instructional Support Teacher (music)</p> <p>RegEd Teachers, Special Education Teachers, Special</p>	<p><input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>Resource schedule, classroom teacher schedule.</p> <p>Datat Team Action Plans indicating differentiated plans addressing student needs.</p>
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<p>Ensure that each student’s learning is personalized, informed by high-quality data, and advances them toward readiness for success in career, college and community.</p>	<p>1n. Plan for use of New Generation Science Standards in science instruction.</p>	<p>SY 2018-2019</p>	<p>Education Educational Assistants</p>		<p>Science Curriculum Map</p>	
	<p>1o. Implement the use of New Generation Science Standards in science instruction</p>	<p>SY 2019-2020</p>	<p>Classroom Teachers</p> <p>Instructional Leadership Team</p>			<p>Classroom Teacher Lesson Plans.</p> <p>Classroom Teacher Schedules.</p>
	<p>1p. Post Reading, Math and Writing Learning Targets in all classrooms so that students know what they will be / expected to learn. .</p>	<p>SY 2017-2018</p>	<p>RegEd Teachers</p> <p>SpEd Teachers (Data Teams)</p>			<p>ILT Guided Visit Data.</p>
	<p>1q. All students learning is personalized through the use of data and instructional strategies used by the Grade Level Reading, Math and Writing Data Teams. (Differentiated Instruction)</p>	<p>SY 2017-2020</p>	<p>RegEd Teachers</p> <p>SpEd Teachers (Data Teams)</p>			<p>Observational Data through classroom visit, ILT data from peer visit or guided visit.</p> <p>Data Team Action Plan that indicate differentiated plans that address student needs.</p>

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<p><b>PREPARED AND RESILIENT</b>  <b>All students transition successfully throughout their educational experiences. (GRIT)</b></p> <p>Student strengths and challenges are identified and addressed early so students may transition in early elementary and be on grade level by grade 2.</p>	<p>1r. Identify student strengths and challenges so that needs can be addressed early (classroom instruction and Response to Intervention).</p>	<p><b>SY2017-2020</b></p>	<p>Classroom Teachers          SpEd Teachers           Data Teams           Response to Intervention Team</p>	<p><input checked="" type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p>Data Team Action Plan that indicate differentiated plans that address student needs.</p>

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<p>Student transitions into adolescence and grade 6 is deliberately planned through school practices, counseling, and research-based experiences that advance total well-being.</p>	<p>1s. Work with middle school teachers and counselors for a smooth transition to middle school.</p>	<p><b>SY 2017-2020</b></p>	<p>Grade 5 Teachers</p>		<p>Minutes from transition plans.</p>
<p>Support students who are transitioning between grade levels or transferring to a new school.</p>	<p>1t. Teachers do vertical articulation on curriculum and Social Emotional Learning to support students moving between grade levels.  Teachers provide information to receiving teacher or receiving school.</p>	<p><b>SY 2017-2020</b></p>	<p>Classroom Teachers Katrina Cheung, Counselor  Jan Pruden, Student Services Coordinator</p>		<p>Minutes from articulation.</p>

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**Goal 2: Staff Success.** [Konawaena Elementary] has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

<b>Outcome:</b> By the end of three years,	<b>Rationale:</b>
<p>By the end of SY 2019-2020, Konawaena Elementary will have a high performing culture where employees have the training support and professional development to contribute effectively to student success.</p>	<p>Education is a “people business”. Research, student feedback, and our own experiences confirm that competent and committed teachers have the greatest influence on student achievement beyond students’ families. Our greatest investment and primary strategy to retain teachers is supporting teachers’ professional and collegial practice including coaching and mentoring so that they are successful in the classroom with their students. When teachers excel, students thrive.</p> <p>Ensuring that every student has a caring, prepared teacher for every class begins with attracting, hiring, and assigning teachers in a timely manner to fulfill educational programs at every school. Some schools and students are disproportionately affected by vacancies, which impacts our ability to ensure equitable resources in education for all students across the state. Recognizing that there are teacher shortages, especially special education teachers, schools must endeavor to ensure that the most vulnerable students are taught by a highly qualified teachers.</p> <p>Local and national trends point to declines in the number of candidates in teacher preparation programs. Partnerships are critical to expanding the number, type, and quality of candidates for educational positions to serve our students. This includes partnerships with public schools to interest young people early on in education as a profession, and support from higher education institutions and community organizations to promote the teaching profession. There will be an emphasis on developing partnerships that result in more Hawaii-connected educators, as locally connected teachers are more likely to be retained.</p>

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Planning			Funding	Interim Measures of Progress	
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p>Realign professional development resources to support student success objectives as needed by individuals in the school. Goal is for constant experience of caring educators and quality instruction to enable students to progress to becoming career, college, and community.</p>	<p>2a. Provide professional development in the following areas:</p> <ul style="list-style-type: none"> <li>• Wonders</li> <li>• Thinking Maps</li> <li>• Inclusion</li> <li>• Differentiation</li> <li>• Response to Intervention (Tier 1 in the classroom)</li> <li>• Postive Behavior Support</li> <li>• iReady</li> </ul>	<p>SY 2017-2018 SY2018-2019 SY2019-2020</p>	<p>Iris Higashi-Oshiro, Math Coach</p> <p>Debi Yamamoto, Reading Coach</p> <p>Thinking Maps Trainers</p> <p>District SpEd Resource Teachers</p> <p>Others as needed</p>	<p><input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p><i>Purchase Orders and Contracts for Professional Development.</i></p>

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<p>Prioritize professional development for educator and leaders that increase knowledge, understanding and ability to use inclusive practices and multi-tiered supports with students that need diverse instructional methods, including special education students and English Learners.</p>	<p>2b. Provide time and professional development for teachers and educational assistants to provide successful inclusion practices for all children.</p>	<p>SY 2017-2020</p>	<p>KES ART Jan Pruden, Student Services Coordinator  Joseph Gross, Inclusion Coordinator</p>	<p><input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>Wednesday Calendar with Professional Development mapped out. PC Day agendas.</p>
<p>Strengthen the teacher, principal, and educational leader development pipeline to support shared and effective leadership at all levels.</p>	<p>2c. Provide opportunities for teachers to be leaders at Konawaena Elementary, including:</p> <ul style="list-style-type: none"> <li>• Instructional Leadership Team</li> <li>• Teacher Leadership Academy</li> <li>• Certification Institute for School Leaders</li> </ul>	<p>SY 2017-2020</p>	<p>Claire Yoshida, Principal</p>	<p><input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>ILT agendas, Discussions held with individuals regarding Teacher Leadership Academy and CISL participation.</p>

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<p>Provide support for new employees to become effective (quality induction and mentoring for all beginning teachers, new principals, and leaders).</p>	<p>2d. Provide induction and mentoring opportunities for new teachers.</p>	<p>SY 2017-2020</p>	<p>Mentors  Grade Level Chrpersons</p>	<p><input checked="" type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input checked="" type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p>Mentors assigned to new teachers.</p>
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**Goal 3: Successful Systems of Support.** The system and culture of **[Konawaena Elementary]** works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years,	Rationale:
<p>The system and culture of Konawaena Elementary works to effectively organize financial, human, and community resources in support of student success.</p>	<p>Meeting the challenges of our students, communities, and the world for today and the future requires innovation and creativity in our approaches to teaching, learning, leading, and problem solving. Hawaii public schools will foster innovation and the expansion of existing public school “Bright Spots”, which includes learning from charter schools that were established as innovation labs. Supporting innovation includes making changes based on lessons learned, and providing opportunities for risk taking that are balanced by awareness of the impacts of failure for our students and boundaries of law and collective bargaining agreements.</p> <p>Analysis of Hawaii’s school funding repeatedly find that resources are distributed equitably but are inadequate for quality public schools. Public education funding has not maintained pace with inflation and has endured budget cuts and restrictions that have required education leaders to maximize available resources and make difficult choices. Additional funds and partnerships are needed to achieve the goals of this Strategic Plan for all schools and every student.</p> <p>Public education’s human, social, community and financial resources must support student learning. State office operational supports will be efficient and transparent to provide a high level of service and accountability.</p>

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p><b>INNOVATION</b> Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.</p> <p>Foster a culture of innovation to support Strategic Plan objectives and statewide strategic initiatives.</p>		SY 2017-2020		<input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	
	<p>3a. All teachers and staff propose ideas that they would like to implement to support student learning.</p> <p>Administration to look for resources to support the innovation.</p>	SY 2017-2020	KES ART		

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<p><b>ADEQUATE AND EXPANDED RESOURCES</b> Secure adequate resources to support school and community-based plans for student success.</p> <p>Partner with families and communities to engage relationships, resources, and expertise to support Student Success strategies (e.g., through School Community Councils, grants and gifts, family education, partnerships, etc.)</p>	<p>3b. The two Culture/Support Focus Committees and administration will work on developing partnerships with parents and community groups and agencies.</p> <p>3c. Teachers and staff will look at ways to meaningfully engage parents with the school (find ways for parents to interact with students in our school).</p>	<p>SY 2017-2020</p>	<p>Two Culture/Support Focus Teams</p>	<p><input checked="" type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	
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<p><b>EFFICIENT AND TRANSPARENT SUPPORTS</b>  <b>Increase efficiency and transparency of instructional and operational supports to promote student learning and help schools while stewarding public education resources.</b></p>				<input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	
<p>Enhance support for development, implementation, and reporting of schools' Academic and Financial Plans and expenditures.</p>	<p>3d. Incorporate into the Academic and Financial Plans the recommendations from WASC and ILT initiatives.</p>	<p>SY 2017-2020</p>	<p>KES ART</p>		
<p>Provide timely and user-friendly data to support strategic decision-making and accountability for Student Success.</p>	<p>3e. Use data to make decisions to support student learning.</p>	<p>SY 2017-2020</p>	<p>KES ART</p>		
<p>Strengthen culture of continuous improvement to provide efficient</p>	<p>3f. All teachers and staff propose ideas to support student learning or to help school operations run more effectively and efficiently.</p>	<p>SY 2017-2020</p>	<p>KES ART</p>		

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<p>transactions and operations.</p> <p>Continue to improve communication to promote understanding and engagement of stakeholders.</p>	<p>3g. Strengthen the communication to parents and the community regarding our school improvement efforts via the newsletters and separate bulletins home.</p>	<p>SY 2017-2020</p>	<p>KES ART</p>		
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