



# Three-Year Academic Plan 2017-2020

Ewa Beach Elementary School

91-740 Papipi Road  
Ewa Beach, Hawaii 96706  
[www.ewabeachelementary.org](http://www.ewabeachelementary.org)

Submitted by Sherry Kobayashi	Date
<i>Sherry Kobayashi</i>	04/11/2019

Approved by Sean Tajima	Date
<i>Sean Tajima</i>	MAY 17 2019

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

### Where are we now?

Prioritize school's needs as identified in one or more of the following needs assessments:

- Comprehensive Needs Assessment (Title I Schools)
- WASC Self Study
  - WASC Category B: Standards Based Student Learning: Curriculum, instruction
  - WASC Category C: Standards Based Student Learning: Instruction
  - WASC Category D: Standards Based Student Learning: Assessment and Accountability

#### 1. Need: Achievement Gap (2017-2018)

Based on the STRIVE HI Report: EBES' gap rate is as follows:

ELA/Literacy			Math		
Non-High Need	High Need	Gap Rate	Non-High Need	High Need	Gap Rate
76%	41%	35 points	66%	29%	37 points

There is a gap between Non-High Need and the High Need students in both areas of ELA/Literacy and Math. EBES' achievement gap is at 48% for ELA/Literacy and 52% for Math. A concerted effort must be made to decrease this gap rate. Differentiated instruction through core instruction and RTI will be a focus as the school supports the growth for all students and closing the achievement gap.

#### 2. Need: Proficiency Rate (2017-2018)

Based on the STRIVE Hi Report and SBA Scores:

	ELA/Literacy	Math	Science
All Students	60%	49%	54%
Disadvantaged	42%	29%	

EBES' proficiency rate is at 50% in math, 63% in literacy, and 61% in Science. EBES must make a concerted effort in increasing proficiency by implementing research-based teaching and learning strategies (through Visible Learning and EES) and differentiating instruction and implementing RTI strategies for all students. Collective Teacher Efficacy through our Data Teams will also be a focus.

#### 3. Need: School Climate and Safety

Based on the School Quality Survey and the Student Tripod Survey, EBES needs to improve our school climate:

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

	<ul style="list-style-type: none"> <li>• Safety</li> <li>• Well-being</li> <li>• Satisfaction</li> <li>• Involvement/engagement of students).</li> </ul> <p>Concerted effort to focus on the whole child with personalized learning. Focus will also be on implementing SEL, GLOs and HA with all teachers and students.</p> <p>4. Identified as TSI-CU, EBES will need to Focus on improving our academic achievement of our special needs students in both ELA and Math. Differentiated instruction through RTI and core instruction will support the growth of the students in this group.</p>
	<p><b>Addressing Equity: Sub Group Identification</b></p>
	<p>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.</p> <p>Disadvantaged Students SPED ELL</p>

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

<b>ORGANIZE: Identify your Academic Review Team Accountable Leads.</b>	
<b>Name and Title of ART Team Accountable Lead</b>	<b>Responsible for implementation of the school's strategies and initiatives</b>
1. Sherry Kobayashi, Principal	1. Overall progress
2.	2. ART, Math/Science, Professional Development
3. Jennifer Padayhag, TA Vice Principal	3. RTI, ELA, Visible Learning, SEL,
4. Jadene Wong, Curriculum Coordinator	4. Overall curriculum, SBA testing, WASC, iReady
5. Roda Aggabao, Academic Coach	5. Mentoring, Math Implementation, Science (Next Generation Science Standards)
6. Courtney Yamashiro, Academic Coach	6. ELA Implementation, AVID
7. Doris Yanagi-Balido, Counselor PreK-2	7. Behavior RTI, 504 - Grades PreK - 2, SEL
8. Mariah Zane, Counselor 3 - 5	8. Behavior RTI, 504 - Grades 3 - 5, SEL
9. Francisca Pangan, SPED GLC	9. SPED
10. Kawena Martinez, Student Services Coordinator	10. SPED
11. Leslie Doon, ELL Coordinator	11. ELL

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

**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.

Outcome: By the end of three years,	Rationale:
<p>The achievement gap in both ELA/Literacy and Math will decrease by 10%.</p> <p>Student proficiency will increase by 3% each year in SBA reading, SBA math and HSA science scores.</p> <p>To close the achievement gap in ELA/Literacy and Math:</p> <ul style="list-style-type: none"> <li>-100% students will take responsibility of their own learning through setting personal achievement goals.</li> <li>-100% of our students will be given a solid Tier 1 instruction and RTI as needed to close the achievement gap.</li> </ul>	<p>Research shows that students who feel that they have a voice in their learning are 7x more likely to be motivated in their learning (Hattie-Engagement=Effect size 0.43). According to Hattie, “The visibility of learning from the students’ perspective needs to be known by teachers so that they can have a better understanding of what learning looks and feels like for the students” (Quality of Teaching=Effect size-0.44 ES). And, “Feedback is most powerful when it is from the student to the teacher” (0.75 ES)</p> <p>The RTI approach is needed for all students to identify and instruct students at their level of need for academics and behavior based on a systematic data practice. RTI helps all students obtain the appropriate instruction and interventions to improve their academic process (Hattie--Response to Intervention=Effect size 1.07).</p>
<p>By the end of three years, 90% of students will:</p> <ul style="list-style-type: none"> <li>• Use the Visible Learning Mind frames within their classrooms.</li> <li>• Use and understand the Learning Pit.</li> <li>• Use and understand the three Visible Learning Questions of “Where am I going?”, “How am I going?”, and “Where to next?”.</li> <li>• Students will also use the Learning Targets and Success Criteria</li> </ul>	<p>Based on research, when students are able to take responsibility of their own learning through goal setting, understanding where they are now and where they are going, they will become assessment capable learners (Hattie- Assessment Capable Learners = effect size of 1.44). Students also need to understand the Success Criteria, Learning Intentions, Learning Mind Frames, and the Learning Pit to build resiliency, determination and perseverance to be successful lifelong learners (Hattie: Collective Teacher Efficacy = effect size of 1.57; Ainsworth- Learning</p>



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

to self-assess their own learning, set their learning goals and monitor progress.	Intentions and Success Criteria; Fisher- Visible Learning for Literacy).
<p>By the end of three years, students will:</p> <ul style="list-style-type: none"> <li>86% of students will feel safe in school based on the SQS question stating, "I feel safe in school".</li> <li>There will be an increase of students feeling safe in school, in particular cafeteria or on the playground.</li> <li>Transition between grade levels</li> </ul>	<p>Based on research, students need to feel safe in school. Based on our school data, currently, 76% of students feel safe based on the SQS. Also when asked, students feel the least safe in the school cafeteria and out on the field. When relationships are developed, they will almost double the speed of learning for students.</p> <p>Vertical teacher articulation is needed to address student needs from grade to grade.</p>

Planning					Funding	Interim Measures of Progress
Desired Outcome		Enabling Activities (Indicate year(s) of implementation in next column)	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds (Check applicable boxes to indicate source of funds)	Define the relevant data used to regularly assess and monitor progress
<p><i>SY 2017-2018 Achievement Gap 42%</i> <i>Literacy/ELA 46% in Math</i></p> <p><i>SY 2018 - 2019 Achievement Gap 39%</i> <i>Literacy/ELA 43% in Math</i></p> <p><i>SY 2019 - 2020 Achievement Gap</i></p>		<p><b>Response to Intervention</b></p> <p><b>SY 2017-2018</b></p> <ul style="list-style-type: none"> <li>All students will be provided RTI in designated RTI block times for reading and math.</li> <li>Focus will be on Tier 1 Instruction throughout the instructional day.</li> </ul> <p><b>SY 2018-2019</b></p>		TA VP, Aggabao, Yamashi ro	<input 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	<ul style="list-style-type: none"> <li>iReady Screener</li> <li>Curriculum Assessments</li> <li>Online Computer Programs</li> </ul>

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

<p>36% <i>Literacy/ELA</i> 40% in <i>Math</i></p> <p><i>SY 2017-2018</i> <i>Proficient</i> <i>students:</i> 66% <i>Literacy/ELA</i> 53% <i>Math</i> 67% <i>Science</i></p> <p><i>SY 2018 - 2019</i> <i>Proficient</i> <i>students:</i> 69% <i>Literacy/ELA</i> 56% <i>Math</i> 70% <i>Science</i></p> <p><i>SY 2019 - 2020</i> <i>Proficient</i> <i>students:</i> 72% <i>Literacy/ELA</i> 59% <i>Math</i> 73% <i>Science</i></p>		<p><b>Academic RtI</b></p> <ul style="list-style-type: none"> <li>• All students will be provided RTI in designated RTI block times for reading and/or math.</li> <li>• Focus will be on Tier 1 Instruction throughout the instructional day &amp; Tier 2 and/or 3 Instruction during the RTI block.</li> </ul> <p><b>Behavior RTI</b></p> <ul style="list-style-type: none"> <li>• Define behavioral RtI within the school</li> <li>• Refinement of Tier 1 and Tier 2 systems of support</li> <li>• Continue use of Token Economy</li> </ul> <p><b>SY 2019 - 2020</b> <b>Academic RtI</b></p> <ul style="list-style-type: none"> <li>• All students will be provided RTI in designated RTI block times for reading and math.</li> <li>• Focus will be on Tier 1 Instruction</li> </ul>				<ul style="list-style-type: none"> <li>• Curriculum Assessments</li> </ul>
--	--	---	--	--	--	--

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

		<p>throughout the instructional day, Tier 2, and Tier 3 Instruction during the RTI block.</p> <p><b>Behavior RTI</b></p> <ul style="list-style-type: none"> <li>• All students will understand the behavioral expectations and RtI process</li> <li>• Expand Tier 3 systems of support</li> <li>• Continue use of Token Economy</li> </ul> <p><b>Science</b> <b>SY 2017 - 2018</b></p> <ul style="list-style-type: none"> <li>• Student learning will be focused and based on the Next Generation Science Standards (NGSS).</li> <li>• Students will be provided with appropriate science instruction through problem based lessons.</li> <li>• All teachers have been introduced to NGSS by trainer.</li> <li>• Students will learn</li> </ul>				
--	--	---	--	--	--	--



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

		<p>using NGSS standards in their science lessons</p> <ul style="list-style-type: none"> <li>• All teachers have been trained in the PLTW curriculum by trainer.</li> <li>• Students will continue to utilize PLTW with emphasis on the engineering design process and will start using concepts of PLTW in their appropriate lessons</li> </ul> <p><b>SY 2018 - 2019</b></p> <ul style="list-style-type: none"> <li>• NGSS All student learning will be based on NGSS</li> <li>• PLTW All students will be taught using concepts of PLTW</li> </ul> <p><b>SY 2019 - 2020</b></p> <ul style="list-style-type: none"> <li>• NGSS - Full NGSS implementation in all science curriculum</li> <li>• PLTW Full implementation of all concepts of PLTW lessons</li> </ul>				
--	--	--	--	--	--	--

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

<p><i>By the end of three years, SY 2019-2020, 90% of students will: Use the Visible Learning Mind frames; use and understand the Learning Pit; use and understand the three Visible Learning Questions and students will use the Learning Targets and Success Criteria to self-assess their own learning and monitor progress. Students will also utilize the AVID organization and critical reading strategies.</i></p>		<p><b>Research Based Instruction</b></p> <ul style="list-style-type: none"> <li>• All students will be provided research based instruction which have a high effect size on learning and achievement based on Hattie's meta-analysis.</li> <li>• These instructional practices are also embedded within the Charlotte Danielson Classroom Observation Framework.</li> <li>• Students will use and understand the Visible Learning Mind frames; Learning Pit; VL Questions and LISC to describe their learning process within the classroom and to develop their understandings about the content.</li> </ul>		<p>VP, Wong, Aggabao, Yamashi ro</p>		<ul style="list-style-type: none"> <li>• Informal classroom walkthroughs and observations.</li> <li>• Student Surveys</li> <li>• iReady Screener Data</li> </ul>
---	--	--	--	--	--	--

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

<p><i>By the end of SY 2019-2020 all teachers will use the data to drive their instructional practices.</i></p>		<ul style="list-style-type: none"> <li>Schoolwide practice of AVID organization and critical reading strategies K-2, and 3-6</li> </ul> <p><b>Data Driven Instruction SY 2018-2019</b></p> <ul style="list-style-type: none"> <li>Establish a systematic data practice to help drive instruction to affect student progress and student achievement.</li> </ul> <p><b>SY 2019-2020</b></p> <ul style="list-style-type: none"> <li>Refine the systematic data practice to help drive instruction and student achievement.</li> </ul>				
---	--	---	--	--	--	--

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

<p><i>Increase positive student responses from the SQS in the following question:</i></p> <p><i>#1 -- I feel safe in school.</i></p> <p><i>SY 2017 - 2018</i>  <i>#1 -- 80%</i></p> <p><i>SY 2018 - 2019</i>  <i>#1 -- 83%</i></p> <p><i>SY 2019 - 2020</i>  <i>#1 -- 86%</i></p> <p><i>Decrease the amount of student's feeling not safe in the cafeteria and on the playground, based on student feedback.</i></p> <p><i>SY 2017 - 2018</i>  <i>Less than 30% of responses</i></p> <p><i>SY 2018 - 2019</i>  <i>Less than 20% of responses</i></p>		<p><b>Whole Child: Social Emotional Learning</b></p> <p>Provide a Comprehensive Student Support System to increase student safety on campus.</p> <p><b>SY 2017 - 2018</b></p> <ul style="list-style-type: none"> <li>• Focus on Relationships</li> <li>• Build upon PBIS and token economy system</li> <li>• Build staff understanding of SEL</li> <li>• Counselors implement SEL lessons in all classrooms</li> </ul> <p><b>SY 2018 - 2019</b>  <b>SEL</b></p> <ul style="list-style-type: none"> <li>• Focus on Relationships</li> <li>• Build upon PBIS and token economy system</li> <li>• Build staff understanding of SEL</li> </ul>		<p>Balidoy, Zane, VP</p>	<p> <input 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>SQS Student Surveys</p>
--	--	--	--	----------------------------------	--	--------------------------------

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

<p><i>SY 2019 - 2020</i> <i>Less than 10% of responses</i></p>		<ul style="list-style-type: none"> <li>• Teachers and Counselors implement SEL lessons in all classrooms</li> <li>• Implement Tier 1 and Tier 2 systems of supports with Progress Monitoring for behaviors</li> </ul> <p><b>SY 2019 - 2020</b> <b>SEL</b></p> <ul style="list-style-type: none"> <li>• Focus on Relationships</li> <li>• Build upon PBIS and token economy system</li> <li>• Build staff understanding of SEL</li> <li>• Teachers and Counselors implement SEL lessons in all classrooms</li> <li>• Implement Tier 1, Tier 2 and Tier 3 systems of supports</li> <li>• Implement Behavioral Screener</li> </ul> <p><b>Inclusive Practices:</b></p>				
--	--	--	--	--	--	--

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

		<p><b>Equity</b></p> <p><b>SY 2018-19</b></p> <ul style="list-style-type: none"> <li>Evidenced-, researched- and practiced-based differentiated rigorous instruction for all students.</li> </ul> <p><b>SY 2019-2020</b></p> <ul style="list-style-type: none"> <li>Refinement of evidenced-, researched- and practiced-based differentiated rigorous instructional practices.</li> </ul> <p><b>Transitions:</b></p> <p><b>SY 2018-19</b></p> <p><b>Teacher Collaboration</b></p> <ul style="list-style-type: none"> <li>Vertical articulation for academics, instruction, assessment and GLOs to align academic programming</li> </ul>				
--	--	---	--	--	--	--



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

		<p><b>Student</b></p> <ul style="list-style-type: none"> <li>• Student transition sessions to ensure <i>all students transition successfully throughout their educational experiences:</i></li> </ul> <p>-Next grade level associated educators (teacher and other personnel) quick introduction/welcome to students before school year ends (target May; K-6 with elementary-middle (Gr 6-7).</p> <p><b>SY 2019-20</b></p> <p><b>Teacher Collaboration</b></p> <ul style="list-style-type: none"> <li>• Continue vertical articulation with focus on refinement for academics, instruction, assessment and GLOs to align academic programming.</li> </ul>				
--	--	--	--	--	--	--

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

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

Outcome: By the end of three years.	Rationale:
<p>By the end of three years, 100% of teachers will:</p> <ul style="list-style-type: none"><li>• Use the Visible Learning Mind frames within their classrooms.</li><li>• Use and understand the Learning “Pit”.</li><li>• Use and understand the three Visible Learning Questions of “Where am I going?”, “How am I going?”, and “Where to next?”.</li><li>• Teachers will also implement the Learning Targets and Success Criteria Process.</li><li>• Teachers will implement the best teaching and learning strategies from Visible Learning and the meta-analysis completed by Dr. John Hattie.</li><li>• Participate and engage in a community of learning through the Visible Learning Impact Cycle.</li><li>• Monitor our plan for ART/WASC</li><li>• Understand and utilize the AVID organization and critical reading strategies.</li></ul>	<p>The Visible Learning Mind frames, the Visible Learning Questions, Learning Targets and Success Criteria and the best teaching and learning strategies as outlined in Dr. Hattie’s work is proven to have a high effect on student learning and achievement. The Professional Development provided by Corwin helps the school to remain focused on the Visible Learning Practices.</p> <p>The Visible Learning Practices also ties directly into the Charlotte Danielson Observation Model which is utilized by the DOE as part of the Educator Effectiveness System.</p>

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

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><i>In three years, 100% of teachers will use the Visible Learning Mind frames; use and understand the Learning Pit; use and understand the three Visible Learning Questions; Teachers will also implement of Learning Targets and Success Criteria Process and best teaching and learning strategies.</i></p> <p><i>Based on classroom visits and walkthroughs: SY 2017 - 2018 80% of teachers</i></p> <p><i>SY 2018 - 2019 90% of teachers</i></p>	<p>Provide Professional Development from Corwin, school, district personnel and attend conferences on Visible Learning -- Mindframes, Learning Pit, Questions, Learning Targets and Success Criteria, and teaching/learning strategies.</p> <p>Visible Learning Guiding Coalition will also build capacity within the school with regards to Visible Learning practices and to determine the needs of the teachers, seek solutions, reflect and build to have meaningful conversations and discussions and to give feedback to advance staff understandings and learning.</p>	SY 2017 - 2020	TA VP Padayhag, Hurley, Wong, Aggabao, Yamashiro	<input 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	<ul style="list-style-type: none"> <li>• Teacher Feedback</li> <li>• PD Evaluations</li> <li>• Corwin School Capability Analysis</li> </ul>

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

SY 2019 - 2020 100% of teachers					
<p><i>Participate and engage in a community of learning through the Visible Learning Impact Cycle.</i></p> <p><i>SY 2017 - 2018 100% of teachers will participate in 2 impact cycles.</i></p> <p><i>SY 2018 - 2019 100% of teachers will participate in 3 impact cycles.</i></p> <p><i>SY 2019 - 2020 100% of teachers will participate in 3 impact cycles.</i></p> <p><i>By the end of three years, Ewa Beach will have a system to Plan/Do/Check/Act process for</i></p>	<p>Provide Professional Development to build capacity for school personnel:</p> <ul style="list-style-type: none"> <li>• Sensitivity training for all staff</li> <li>• Refinement of evidenced-, researched- and practiced-based instructional practices with a focus on RIGOR (differentiate rigorous instruction)</li> <li>• AVID organization and critical reading strategies for K-2 and 3-6</li> <li>• Science NGSS + science teacher instructional shifts</li> <li>• Other core instructional domains and initiatives</li> </ul> <p>SY 2018-2019</p> <ul style="list-style-type: none"> <li>• Build on current process</li> </ul>	SY 2017 - 2020	TA VP Padayhag, Wong, Aggabao, Yamashiro	<input 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	

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

<p><i>ART/WASC.</i></p>	<p>to solidly establish protocol and schedule to ensure PDCA practice for educators (leads, teachers, Leadership Team, administration and other committees)</p> <p>SY 2019-2020</p> <ul style="list-style-type: none"> <li>• Refine our current process of ART/WASC</li> </ul>				
-------------------------	--	--	--	--	--



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

**Goal 3: Successful Systems of Support.** The system and culture of **Ewa Beach Elementary School** works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years.	Rationale:
By the end of three years, we will expand parent participation in specific school matters.	Increase number of school community participants, classified staff, parents...directly involved in key decision-making processes that reflect in improved student learning and enhanced school culture.

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
Increase number of school community participants, classified staff, parents...directly involved in key decision-making processes that reflect in improved student learning and enhanced school culture.	<ul style="list-style-type: none"> <li>School Community Council                             <ul style="list-style-type: none"> <li>Board will be involved in decision making (which includes administration, teachers, parents, and community members)</li> <li>School Community Council (SCC) semi-annual meetings involvement of stakeholders</li> </ul> </li> </ul>			<input 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	



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

	<ul style="list-style-type: none"> <li>• Provide opportunities for parent involvement: <ul style="list-style-type: none"> <li>○ Parent sessions/workshop (Coffee Hour, Parent Ohana)</li> <li>○ Designated non-curricular planning events (ex. student talent show).</li> </ul> </li> <li>• EBES Transition Center -- for students &amp; EBES families</li> </ul>				
				<input 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	