




Three-Year Academic Plan 2017-2020

Kauai High School

3577 Lala Road
Lihue, Hawaii 96766
(808) 274-3160
www.kauaihigh.org

Submitted by Anne Kane	Date
	4/24/17

Approved by William N. Arakaki	Date
	5/12/17

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

Where are we now?	
<p>WASC Self Study Critical Areas for Follow-up</p> <ol style="list-style-type: none"> 1. The administration must evaluate the impact of the newly implemented bell schedule as it affects teacher collaboration, the advisory/PTP program, and instructional time everyday to maximize the effective use of time. 2. The KHS faculty should continue to develop and implement pacing guides by course, aligned to appropriate Standards including CCSS Literacy Standards and teacher curriculum in order to assure equitable access to a rigorous curriculum. 3. Staff need to more readily use reading strategies during daily instruction in order to increase student comprehension of curriculum, effective communication and complex thinking. 4. To ensure that specific needs of all learners are addressed, KHS should create clear expectations for Tier I instructional strategies in every classroom with a monitoring system for implementation with fidelity. 5. Teachers should increase collaboration around formative assessments and utilize the results to differentiate instructional strategies to promote a culture of high expectations for all. 	<p>Student Learning Needs identified in the 16-17 Comprehensive Needs Assessment</p> <ol style="list-style-type: none"> 1. Need: In order to increase student achievement levels in reading, math and science, students need more access to explicit reading strategies along with differentiated and relevant standards based learning opportunities. 2. Need: In order to decrease the achievement and graduation gap so that students of all subgroups can find success, students need more access to differentiated, and relevant standards based learning experiences and more opportunities to apply meaningful learning to the school and/or greater community. 3. Need: In order for students to experience a school culture that is even more caring and engaging, students need relevant learning opportunities and stronger transitions programs.
Addressing Equity: Sub Group Identification	
<p>In order to address equity, list the targeted subgroup(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified subgroup(s) and their needs.</p> <ul style="list-style-type: none"> ● 9th Grade students - Although 9th grade as a whole has an overall promotion rate of 94%, when we look at our subgroups, the promotion rate shows that the subgroups below are not being promoted at the same rate as their peers so they need more differentiated, relevant, standards-based learning opportunities and a stronger transition into high school program. <ul style="list-style-type: none"> ○ Promotion rates for subgroups: SpEd (67%), Disadvantaged (89%), Pacific Islanders (85%), ELL (80%) ● Schoolwide Subgroups - Although Kauai High School's overall graduation rate of 89% is above the state's target of 86%, the subgroups below are consistently experiencing lower graduation rates compared to their peers. Additionally, these subgroups are performing at a lower proficiency in ELA, Math, and Science when compared to their peers. These students need more differentiated, relevant, standards-based learning opportunities and stronger transitions programs through and out of Kauai High School. <ul style="list-style-type: none"> ○ Graduation rate: SpEd (38%), Disadvantaged (73%), Pacific Islanders (68%), ELL (N/A), Native Hwn (75%) ○ ELA Proficiency: SpEd (55%), Disadvantaged (47%), Pacific Islanders (N/A), ELL (N/A), Native Hwn (35%) ○ Math Proficiency: SpEd (10%), Disadvantaged (13%), Pacific Islanders (0%), ELL (N/A), Native Hwn (9%) ○ Science Proficiency: SpEd (12%), Disadvantaged (17%), Pacific Islanders (0%), ELL (N/A), Native Hwn (9%) 	

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ORGANIZE: Identify your Academic Review Team Accountable Leads.

Name and Title of ART Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives
1. 9th Grade Team Leaders	1. Transitions/9th Grade on Track a. 9th Grade Teams
2.	2. Evidence based practices
3.	3. Social and emotional learning
4.	4. Inclusive practices
5.	5.
6.	6.
7.	7.
8.	8.

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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.

[Kauai High School Targets for Academic Planning](#)

[Target Setting Guidance - Subgroups](#)

[HIDOE Strategic Plan 17-20](#)

Outcome: By the end of three years,	Rationale:
<p>By the end of three years, we want:</p> <ul style="list-style-type: none"> ● Students to be motivated and engaged in learning that is rigorous and relevant to their personal interests and career choices. ● Students to feel a sense of belonging to Kauai High School where school is a safe “home away from home” environment that focuses on all aspects of one’s well being. ● To provide students with equity, access, and diverse opportunities so that they find the personal joy in learning and develop a lifelong spirit of learning. ● Students who feel connected to school through supportive transitions and are therefore more resilient and prepared for their future. <p>We will do this by focusing on three areas;</p> <ul style="list-style-type: none"> ● how we transition students into Kauai High School, ● how we support students as they progress through Kauai High School, ● and how we prepare students to transition out of Kauai High School so that they are ready for their future path. 	<p>Our Transition into KHS focuses on strengthening our 9th grade teams. In order to support students in their transition through adolescence and into high school, we will be working on our transition process, our 9th grade PLCs, professional development, and common instructional strategies.</p> <p>Our progression through KHS focuses on providing diverse opportunities for students to explore, plan, and prepare so that they graduate from high school ready to succeed. In order to do this we will be working on analyzing existing high quality data around achievement, attendance, grades, and behavior to support students, increase career planning opportunities, evaluate electives options to align to student interest and needs, and increase rigorous and relevant learning opportunities.</p> <p>Our transition out of KHS focuses on providing students with college and career experiences while still in high school so that upon graduating each student has an identified next step aligned with their future aspirations. In order to do this we will be working to develop a transition to college/career course, expanding the Early College program, and increasing internship opportunities through building partnerships with community business.</p> <p>Embedded within our three areas of focus are processes that will address our student learning needs and our WASC Critical Areas for Follow-up. The enabling activities in each area work toward improving proficiency in ELA, Math, and Science, decreasing our achievement and graduation gap, and creating a school culture that is even more engaging and caring.</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>	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>1 Transition into KHS</p> <p>We will ensure a successful transition to high school for incoming 9th graders as measured by:</p> <p>a) a reduction in the percent of students at moderate or high risk of failing a core subject to 10% by SY 2020.</p> <p>b) an improvement in the Grade 9 on-track rate so that all subgroups reach 90% by SY 2020.</p> <p>Grade 9 students will feel a strong sense of belonging to Kauai High as measured by an increase in the Student Involvement/Engagement Dimension of the School Quality Survey from 50.2% to 70% by SY2020.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Goal 1 Objectives & Strategies Addressed: 1a, 1b 2a, 2b, 2c 3a, 3b 4a, 4b, 4d</p> <p>Student Learning Needs Addressed: 1, 2, 3</p> <p>WASC Critical Areas for Follow-up Addressed: 1, 3, 4, 5</p> </div>	<ul style="list-style-type: none"> • All 9th graders will participate in a revamped 9th grade orientation process. (yr 1) • All 9th graders will take a transitions to HS course which will include 21st Century Learning skills. (yr 1 - develop, yr 2 - implement) • All 9th grade teachers will be part of a PLC and receive professional development on common instructional (AVID) and standards based grading strategies that support diverse learners. <ul style="list-style-type: none"> ○ Year 1 Differentiation & ELL ○ Year 2 Deeper Learning Approaches (Inquiry, PBL, Design Thinking) ○ Year 3 Standards Based Grading • All 9th grade team members will participate in Grade 9 Team meetings for the purpose of student support, providing targeted tutoring, and informed instruction using high quality data. (yr. 1 establish - 3) 	<p>9th Grade Team Leaders</p> <p>IC/CC</p>	<p><input checked="" type="checkbox"/> WSF STAR (subscription paid thru June 2018)</p> <p>42106 A1 - 2802 Grade 9 Teacher summer retreat/two work days Stipends 9 teachers x 2 days x \$172.39 \$3,103</p> <p>A1 - 2769 Team Leader work days - 2 teachers x 4 quarters x 1 day each time x \$172.39 \$1,379</p> <p>PD - Differentiation, ELL, Deeper Learning, SBG, AVID (see Goal 2)</p>	<ul style="list-style-type: none"> • Weekly monitoring of student progress in Student Support Teams to include attendance, completion of work and social/emotional challenges. • Quarterly monitoring of D's and F's. • Quarterly monitoring of math and reading screener data.

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2	<p><u>Progression through KHS</u></p> <p>Students will experience rigorous and relevant learning opportunities that are scaffolded so that all can be successful as measured by:</p> <ol style="list-style-type: none"> a) a reduction in the percent of students at moderate or high risk of failing a core subject to 10% by SY 2020. b) an increase in ELA (74%), Math (49%) and Science (52%) achievement scores by SY 2020. c) a decrease in the Achievement Gap for ELA to 13%, Math to 17%, and Science to 18% by SY 2020. <p>Students will experience a school culture where they are cared for and encouraged as demonstrated by:</p> <ol style="list-style-type: none"> a) a reduction in the Chronic Absenteeism rate to 10% by SY 2020. b) a 15% increase in the % of students reporting a positive school climate on the School Quality Survey by SY 2020. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Goal 1 Objectives & Strategies Addressed: 1a, 1b, 1c 2a, 2b, 2c 3a, 3b 4b, 4c, 4d, 4e</p> <p>Student Learning Needs Addressed: 1, 2, 3</p> <p>WASC Critical Areas for Follow-up Addressed: 1, 2, 3, 4, 5</p> </div>	<ul style="list-style-type: none"> • Teachers in all subject areas will use reading strategies during daily instruction to increase student comprehension of curriculum, effective communication, and complex thinking. (yr 1) • All teachers will become more comfortable analyzing existing high quality data to better customize & personalize instruction. <ul style="list-style-type: none"> ○ STAR Reports Grade 9-11 (Year 1-3) ○ Data Sheets that include Academic Data, Learning Styles and Interest Inventories with Grade 9 (yr 1 pilot, yr 2 refine, yr 3 expand) • Increase relevant and rigorous learning opportunities through continued professional development on using digital tools to enhance learning. (yr 2) • Expand opportunities for peer tutoring. (yr 1 - explore, yr 2 - pilot, yr 3 - refine) • Counselors will continue to monitor attendance, behavior, and grade data and provide interventions. (yr 1) • Increase career planning opportunities and continuously evaluate CTE/elective options to align with student interests and needs. (yr 2 - explore) • The school will explore alternative learning options for subgroups of concern. (yr 2) 	<p>Department Heads</p> <p>Counselors</p>	<p>☑ WSF Edgenuity (paid thru June 2019)</p> <p>42106 A1 - 2720 Counselor Summer work days (5 x 1 day x \$310.40) \$1,552</p> <p>42101 A1 - 2744 PTTs:</p> <ul style="list-style-type: none"> • Credit Recovery (6 hrs/wk x 40 wks = 240 x \$22.43) \$5,383 • Afternoon school (2 hrs/day x 4 days/wk x 20 wks = 160 x \$22.43) \$3,589 • In School Suspension (4 hr/day x 4 days/wk x 30 wks = 480 x \$22.43) \$10,766 • Rtl (1 x 17 hrs/wk x 40 wks = 680 x \$22.43) 15,253 <p>42101 C - 7708 Chromebooks & carts: computer/technology support</p>	<ul style="list-style-type: none"> • Quarterly monitoring of D's and F's. • Quarterly monitoring of math and reading screener data. • Quarterly monitoring of attendance.
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			<p style="color: green;">inventory, digital resources expansion and replacement needs \$40,000</p> <p style="color: green;">42102 A1 - 2744</p> <ul style="list-style-type: none"> <li style="color: green;">● ELL PTTs (3 x 17 hr/wk x 40 wks = 2,040 x \$22.43) \$45,758 <p style="color: blue;">☒ Other Migrant Ed 17790 A1 - 2744 dependent on funds allocated</p> <p style="color: purple;">☒ Supplemental Funds (if add'l funds available) B - 7104/07 Achieve3000 vs reading consultant for 5 days vs AVID reading strategies vs. specific reading PD for depts \$28,000</p>
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3	<p>Transition out of KHS</p> <p>Students are supported in their post-high school transition with personalized options for future aspirations and connections as measured by:</p> <ol style="list-style-type: none"> a) at least 75% of students taking dual credit (Early College, running start/jump start 18%) or AP (41%) courses by SY 2020. b) an increase in the % of on time graduates from 89% to 94% by SY 2020. c) an increase in CTE Concentrators from 64% to 75% by SY 2020. d) an increase in the % of students enrolled in AVID from 7% to 15% by SY 2020. e) an increase in College-Going Graduates (all post secondary institutions) from 57% to 82% by SY 2020. 	<ul style="list-style-type: none"> • Build partnerships with community businesses to increase internship opportunities aligned with CTE pathways. (yr 1 - 3) • Expand Early College program. (yr 1 - strengthen ECHS team and plan, yr 2 - implement revisions) • Develop a Transition to College/Career course. (yr 1 - plan, yr 2 - pilot, year 3 - implement) • Revisit AVID recruiting procedures(yr - 1 plan, yr 2 - pilot, yr 3 - implement) 	<p>☑ WSF 42101 B - 7203 Early College (16 credit hours @ \$2000/hr and books) \$32,000</p>	<ul style="list-style-type: none"> • Monitoring by semester of % of students in ECHS, Running Start, Jump Start, AP. • Quarterly monitoring of % of seniors who are on track to graduate. • Annual monitoring of % of students on track to become CTE completers. • Monitoring by semester of % of students with school sponsored internships.
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Goal 1 Objectives & Strategies
 Addressed:
 1a, 1b, 1c
 2a, 2b, 2c
 3a, 3b
 4c, 4e

Student Learning Needs Addressed: 1, 2, 3

WASC Critical Areas for Follow-up
 Addressed: 1, 5

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Goal 2: Staff Success. **Kauai High 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 we want:</p> <ul style="list-style-type: none"> ● To ensure that every student has a caring and qualified teacher, supported with appropriate professional development. ● To foster innovation and sharing of effective instructional practices among teachers. ● To ensure that all new teachers are provided support they need to integrate into and understand Kauai High School systems and protocols. ● To ensure we celebrate the teaching profession and promote teacher growth. 	<p>At Kauai High we work to Educate, Engage and Empower all to be successful. This takes a caring, qualified staff who are supported in their professional growth. Students experience better achievement when they feel encouraged and cared for. Teachers need to be supported so they can better know their students and provide targeted instruction to meet the needs of all learners.</p> <p>There is also a need for practices that inspire innovation, sharing and empowerment. In order to teach students to be innovative and creative, teachers need the opportunity to participate in innovative and creative professional learning opportunities that model continuous learning and collaboration.</p> <p>Retaining a new teacher is an ongoing challenge due to the high costs of living, the percentage of non-local teachers and the overwhelming demands placed on new teachers. To overcome these challenges, new teachers need a strong orientation program and system of ongoing support to empower them and ensure effective instruction. They especially need regular opportunities to share successes and challenges with a trained mentor who has dedicated time to support them. In addition, by celebrating the teaching profession and promoting interest in teaching careers, we can expand the number of future well-qualified applicants.</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>	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>
<p>1 Kauai High School will have a high-performing culture where staff have the training and support to ensure success for all students as measured by:</p> <ul style="list-style-type: none"> a) an increase in Care from 59% to 65% as measured by annual Tripod survey by SY 2020. b) an increase in Captivate from 60% to 65% as measured by annual Tripod survey by SY 2020. c) an increase in Involvement/ Engagement from 50.2% to 60% as measured on annual SQS by Sy 2020. d) improved student achievement as described in goal one. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Goal 2 Objectives & Strategies Addressed: 1a, 1b, 1d</p> <p>Student Learning Needs Addressed: 1, 2</p> <p>WASC Critical Areas for Follow-up Addressed: 3, 4</p> </div>	<p>Teachers will be provided professional development and work days to improve their ability to differentiate instruction and emphasize reading strategies to better support and challenge all students. (yr 1 - 3)</p> <ul style="list-style-type: none"> • Inclusion Team work days • Differentiation Strategies Training • ELL strategies Training • Tier 1/reading strategies Training • AVID best practices Training • Math Consultant • Interdepartmental work days for interdisciplinary unit planning • Autism training 	<p><input checked="" type="checkbox"/> WSF 42106 B - 7104/07 Wes Yuu (8 days of support) \$15,834</p> <p>42102 A1 - 2769 ELL Teacher attend KCA meetings & workshops (3 days x \$172.39) \$517</p> <p>42104 A1 - 2744 AVID Tutors (2 PTTs x 3 hrs/wk x 35 wks = 210 hrs x \$22.43) \$4,710</p> <p>B - 4804 AVID Summer Institute: 10 teachers @ \$900 for registration and travel expenses \$9,000</p> <p>B - 3501 AVID Membership \$2,800</p>	<ul style="list-style-type: none"> • Quarterly monitoring of the PD log. • Ongoing monitoring of post PD teacher survey. • Quarterly monitoring of walkthrough data. • Review by semester of strategies documented in pacing guides.

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				<p>☑ IDEA 17929 A1 - 2769 / 2702 Inclusion Teacher workdays - 1 per quarter new teams, 1 per semester existing teams (9 teachers x 4 days = 36 days) + (9 teachers x 2 days = 18 days) = Total 54 days x \$172.39 = \$9,309 + \$845 fringe \$10,154</p>	
2	<p>Kauai High School will foster a culture of innovation and creativity in our approach to teaching and learning.</p> <ul style="list-style-type: none"> a) an increase in Captivate from 60% to 65% as measured by annual Tripod survey by SY 2020. b) an increase in Involvement/Engagement from 50.2% to 60% as measured on annual SQS by SY 2020. c) an increase in the % of teachers regularly using inquiry based/Deeper Learning methods. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Goal 2 Objectives & Strategies Addressed: 1a, 1b, 1d</p> <p>Student Learning Needs Addressed: 1, 2, 3</p> <p>WASC Critical Areas for Follow-up Addressed: 2, 3</p> </div>	<p>Teachers will be provided professional development to increase relevant and rigorous learning. (yr 1 - 3)</p> <ul style="list-style-type: none"> ● 21st Century Learning <ul style="list-style-type: none"> ○ Janus Group ○ Future Ready ● Deeper Learning methods such as: <ul style="list-style-type: none"> ○ inquiry based ○ project based ○ design thinking, etc. ● Pacing Guide work days 	<p>Tech Integration Specialist</p>	<p>☑ WSF 42106 B - 7104/07 Janus group @ \$2000/day x 12 days \$24,000</p> <p>42108 A1 - 2769 Pacing Day one per semester (61 teachers x 2 days x \$172.39 = \$21,032</p>	<ul style="list-style-type: none"> ● Quarterly monitoring of the PD log. ● Teacher reflection/next step re PD attended (pacing guide adjustments). ● Ongoing monitoring of post PD teacher survey. ● Quarterly monitoring of walkthrough data.

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3	<p>Beginning teachers will be empowered to develop as qualified and effective educators as measured by:</p> <p style="margin-left: 40px;">a) 100% of new teachers will stay at least 2 years.</p>	<p>A new teacher orientation day “Kauai High 101” will be planned to orient new teachers to our school. (yr 1 - 3)</p> <p>Ongoing support for new teachers will be provided by the Instructional Coach and/or teacher mentors. (yr 1 - 3)</p>	<p>Instructional Coach</p> <p>School level mentors</p>	<p><input checked="" type="checkbox"/> WSF 42109 A1 - 2802 New Teacher KHS Orientation Day 8 teachers x 1 day x \$172.39 \$1,379</p> <p>A1 - 2769 District New Teacher Workshops (6 teachers x 2 days x \$172.39 \$2,069</p> <p>Rotating subs for mentoring 1 per month x 8 months x \$172.39 = \$1,379</p>	<ul style="list-style-type: none"> • Annual monitoring of EES Observation data. • Annual monitoring of school level End-of-Year New Teacher survey. • Monthly “check ins” with new teachers.
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Goal 2 Objectives & Strategies Addressed:
1a, 1b, 1d
2a, 2b

Student Learning Needs Addressed: 1, 2, 3

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

Outcome: By the end of three years,	Rationale:
<p>By the end of three years, we want:</p> <ul style="list-style-type: none"> ● To systematize the recognition of Bright Spots as part of our Continuous School Improvement process. ● To support a culture of innovation that supports student success and improves operations. ● To increase opportunities for Student Voice to empower students in school improvement efforts. ● To increase parent and community understanding, involvement and engagement. ● To restructure ART to better meet the goals of the new Strategic Plan. 	<p>In order to support the desired outcomes in Goal 1, Kauai High will continue to maximize the use of resources to support our school's strategic efforts.</p> <p>Student success during high school and after high school is our focus. Fostering innovation regarding how Kauai High School structures systems to prepare all students for college and careers by means of efficiently and effectively utilizing our resources.</p> <p>Partnering with families, community partners, and community opportunities to expand our system of student support while at school and to prepare via internships for post high school success.</p> <p>Providing timely and user friendly data to support strategic and classroom level decisions. Focusing on accountability systems to assure student success is essential.</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>	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>1 Kauai High School will foster innovation, sharing of effective instructional practices, and expansion of “Bright Spots” to support outcomes in goals one and two.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Goal 3 Objectives & Strategies Addressed: 1a, 1b, 3d</p> <p>Student Learning Needs Addressed: 3</p> <p>WASC Critical Areas for Follow-up Addressed: 1</p> </div>	<p>The school will provide opportunities for staff to learn about bright spots within Kauai High School or other schools. (yr 1 - 3)</p> <ul style="list-style-type: none"> ● Teachers visit “Bright Spots” at other schools <ul style="list-style-type: none"> ○ Other 9th Grade Teams - yr 1 ○ AVID ○ District PLCs ● Build on opportunities for student voice <ul style="list-style-type: none"> ○ Student-for-a-day ○ Student panel ● Continue to implement and build on Future Ready vision <ul style="list-style-type: none"> ○ Maker spaces - yr 1 explore 		<p><input checked="" type="checkbox"/> WSF 42107 A1 - 2769 Subs for teachers to visit Bright Spots (6 teachers x \$172.39) \$1,035</p> <p>B - 4804 Innovation visits (air and car rental) \$1,400</p> <p>A1 - 2769 Subs for Student-for-a-day 10 teachers x 3 qtrs = 30 subs x \$172.39 = \$5,172</p>	<p>Quarterly monitoring of:</p> <ul style="list-style-type: none"> ● PD Log ● Bright Spot Visit Reflections ● Documentation of implications from Student Voice activities ● Updates to Future Ready Plan

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2	<p>Increased parent/guardian and community involvement as evidenced by an increase in parent SQS involvement/engagement measures from 62% to 75% by SY 2020.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Goal 3 Objectives & Strategies Addressed: 2a, 2b, 2c 3e</p> <p>Student Learning Needs Addressed: 3</p> <p>WASC Critical Areas for Follow-up Addressed: 1</p> </div>	<p>Utilize a variety of methods and media to increase communication to parents and community regarding key school priorities. (yr 1 - 3)</p> <p>Revisit existing stakeholder involvement activities to support school and community-based plans for student success. (yr 1 - 3)</p>		<p><input checked="" type="checkbox"/> WSF 42112 B - 3301 \$2,000 Food/refreshments for parent/community involvement/workshops</p> <p>B-3502 \$4,200 Website annual fee</p> <p>42114 B - 7207 \$1,110 Protocol funds</p>	<p>Quarterly monitoring of:</p> <ul style="list-style-type: none"> • Attendance data for parent nights • Data from website and social media platforms • Documentation of implications from Parent Voice activities • Parent portal log ins on infinite campus
3	<p>Ongoing monitoring by ART of Academic Plan and our Continuous School Improvement process.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Goal 3 Objectives & Strategies Addressed: 3a, 3b, 3d, 3e</p> <p>Student Learning Needs Addressed: 3</p> <p>WASC Critical Areas for Follow-up Addressed: 1</p> </div>	<p>Oversee the success of school initiatives by monitoring the academic plan enabling activities. (yr 1 - 3)</p>	ART Lead	<p><input checked="" type="checkbox"/> WSF 42106 A1 - 2769 1 ART Workday per Quarter x 6 teachers = 24 x \$172.39 \$4,137</p>	<p>Quarterly monitoring of ART minutes and AcPlan monitoring document</p>