

**Kalama Intermediate School**  
**Academic Plan 2020-2021**  
**Academic Plan & Supporting Documents**


2020-2021 School Year

Principal: Timothy Shim

Contact Information

Telephone: 808-573-8735

Plan Submitted by



Principal

5/29/20

Date

Plan Approved by

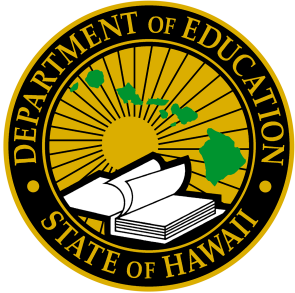


Complex Area Superintendent

6/5/2020

Date

## Academic Plan for SY 20-21



# Academic Plan SY 20-21

Samuel E. Kalama Intermediate School

120 Makani Rd.  
Makawao, HI 96768  
(808) 573-8735  
[www.kalamaintermmediate.com](http://www.kalamaintermmediate.com)

## Academic Plan for SY 20-21

Where are we now?	
<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>	<p><b>Needs Identified through FOL Committees to focus on for SY 19-20</b></p> <p><b>Learning Need #1</b> - Our students need to understand their responsibilities as a student, as a member of their family, as a member of the school, and as a member of their community.</p> <p><b>Learning Need #2</b> - Our students need to be engaged at appropriate levels in their learning so that they can grow in their Math and Reading literacy.</p> <p><b>WASC Self-Study Identified Needs</b></p> <ol style="list-style-type: none"> <li>1. Assessments need to be used more effectively to monitor student achievement of the standards. Assessment measurement of achievement needs to be done on a more consistent basis (grading procedures). Professional development is needed to ensure staff understand the process and purpose of the data team structure and how assessment fits into the process.</li> <li>2. A clear structure and process needs to be established to allow for the communication of the schools expectations and procedures to all stakeholders on a frequent basis. This includes the families, students and staff members. This structure should also allow for the decision making process that impacts these expectations and procedures to function fully.</li> <li>3. Inclusion and interdisciplinary planning and professional development time is essential if we want to continue to create differentiated curriculum that promotes rigor, consistency and engagement in the classrooms.</li> <li>4. GLOs need to be practiced on a more consistent basis with a system in place to monitor student learning and familiarity with the GLOs. The implementation of GLOs in the classroom should be intentional and deliberate and become the common vocabulary that is used around campus.</li> </ol>
	<p><b>Addressing Equity: Sub Group Identification</b></p>

## Academic Plan for SY 20-21

	<p><b>In order to address equity, list the targeted sub group(s) and their identified needs.</b></p> <ul style="list-style-type: none"> <li>● Disadvantaged (Low SES) and IDEA students account for three times as many disciplinary incidents as compared to non high-need students.</li> <li>● SPED students are less proficient in reading and math but have a higher median growth percentile than General Education students.</li> <li>● Female students achieve at a higher proficiency rate in both Math and ELA. However, they were outperformed by male students in Science.</li> </ul>
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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. Curriculum Coordinator	1. WASC Lead
2. SSC, Registrar	2. FOL - Organization
3. Social Studies DH, Science DH, Curriculum Coordinator*	3. FOL - Curriculum
4. PE DH, Math DH, Curriculum Coordinator*	4. FOL - Assessment and Accountability
5. ELA DH, SPED DH	5. FOL - Instruction
6. Counseling DH, Wheel DH, Support Staff DH	6. FOL - School Culture and Support for Personal and Academic Growth

## Academic Plan for SY 20-21

7. Curriculum Coordinator	7. Data Teams
8. Tech Coordinator	8. Technology
9. PCNC	9. Parental Involvement
10. SPED DH	10. Special Education
11. VP1, VP2	11. School Processes

## Academic Plan for SY 20-21

### **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 this year (Using SY 18-19). Will need to update goals in SY 20-21 to match the correct years.	<b>Rationale:</b>
<ol style="list-style-type: none"><li>1) The Math median growth percentile (MGP) will increase from 52 to 54.</li><li>2) The ELA median growth percentile (MGP) will increase from 37 to 40.</li></ol>	Our school focuses on growth. With a high population of low SES (52%) and identified SPED students (16.67%), achievement in proficiency for both math and ELA is challenging. A more accurate measurement of school improvement would be reflected in the growth data, which will ultimately have an impact on the achievement gap for these student populations.

## Academic Plan for SY 20-21

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
A. All students will participate in Reading, Math, Social Studies, and Science common assessments. (SW 6)	<ol style="list-style-type: none"> <li>Common quarterly assessments will be administered and scored using common rubrics for scoring.</li> <li>Grade level counterparts for core subjects will align their quarterly pacing guides and develop one common summative assessment for the quarter. Pacing guides and assessments will detail what standards are being taught and assessed.</li> <li>Departments (all departments) will determine common grading and assessment practices that will be used department wide.</li> </ol>	2020 - 2021	Leadership Team	X 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>Meeting Minutes</li> <li>Common Assessments</li> <li>Data Records</li> </ul>

## Academic Plan for SY 20-21

<p>B. All students will participate in a Universal Screener for Math and Reading 2 times a year. (SW 1, SW 6)</p>	<ol style="list-style-type: none"> <li>Teachers will administer screener 2 times a year.</li> <li>Students will be recognized for growth and achievement after each screen.</li> <li>Students will be identified and scheduled for Tier 2 support classes/interventions. Resources(supplies, materials, programs, personnel) will be provided for students to enter and exit support classes/interventions.               <ul style="list-style-type: none"> <li>Criteria will be established and followed for entry and exit into Tier 2 support classes/interventions</li> </ul> </li> <li>Students should incorporate screener results into goal-setting.</li> </ol>	<p><b>2020 - 2021</b></p>		<p>X WSF X 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>	<ul style="list-style-type: none"> <li>Screener participation numbers and results</li> <li>Student Goal-Setting Sheets</li> </ul>
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## Academic Plan for SY 20-21

<p>C. Students will participate in lessons using best-practice strategies to lessen the achievement gap. (SW 1, SW 6)</p>	<ol style="list-style-type: none"> <li>1. Data teams will shift to Interdisciplinary Teams and will review proficiency/mastery levels of all student achievement (high needs and non-high needs). Teams will determine appropriate intervention and will implement data cycles based on a team-decided focus.</li> <li>2. Programs and resources will be provided that support achievement of the standards.</li> <li>3. All staff will be provided professional development in learning high leverage strategies, particularly brain-based strategies of BERC Powerful Teaching and Learning. Implementation of learned practices will be supported by Learning Walks and lesson planning activities.</li> <li>4. All staff will be provided professional development focusing on in-class support (inclusion) for students with Special Needs.</li> <li>5. Professional development for school programs, such as iReady, IXL, TeenBiz, STEMscopes, etc. will be provided to improve effective</li> </ol>	<p><b>2020 - 2021</b></p>	<p>CC</p> <p>Leadership Team</p>	<p>X WSF X 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>	<ul style="list-style-type: none"> <li>• Data team minutes</li> <li>• PD Schedule</li> <li>• Screener results</li> <li>• Walk Through Data</li> </ul>
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## Academic Plan for SY 20-21

	use of such programs purchased by the school.				
D. All students will participate in lessons and/or activities that support one or more of the following - PBIS, GLOs, Ha Framework, and Social Emotional Learning (SW 6)	<ol style="list-style-type: none"> <li>1. Staff will be provided professional development on strategies to support students social emotional well-being. The school will dedicate time to provide lessons and activities to support students' social emotional needs. (QBS Training, GLOs, Trauma-Informed, etc)</li> <li>2. Character development and support, such as the PBIS Pono Panther System, GLOs, and Hā will be refreshed and re-energized through staff training, student training, and community communication and participation. <ol style="list-style-type: none"> <li>a. Core Values and GLOs will be explicitly taught and reinforced in classroom and school settings.</li> <li>b. Common Language will be used to improve student understanding.</li> <li>c. Activities and communication with parents/community increasing the understanding of the PBIS Pono Panther</li> </ol> </li> </ol>	<b>2020 - 2021</b>		X WSF X 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>● CSSS/PBIS meeting minutes</li> <li>● PD Agendas</li> <li>● Pono Panther Commendation and Panther Tix Data</li> <li>● Broadcast Video Archives</li> <li>● Student Survey Data</li> </ul>

## Academic Plan for SY 20-21

	<p>System, GLOs, and Hā will be encouraged and supported.</p> <ol style="list-style-type: none"> <li>3. All staff will agree upon and demonstrate use of strategies to support positive relationships.</li> <li>4. Students will be identified and provided higher levels of social emotional intervention. The school will continue to develop and enhance the multi-tiered systems of support.</li> <li>5. Common goal-setting forms will be used for students to set goals and reflect on achievement/progress, GLOs, and future opportunities. <ol style="list-style-type: none"> <li>a. Students will self reflect on their level of GLO attainment and create an action plan to improve on an identified GLO.</li> </ol> </li> <li>6. Time will be dedicated for staff to discuss the significance of GLOs and create opportunities to intentionally teach students how to improve in their outcomes.</li> </ol>				
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## Academic Plan for SY 20-21

<p>E. Students will be provided opportunities to learn skills that will help them to collaborate and support others. (SW 6)</p>	<ol style="list-style-type: none"> <li>1. Select students will be trained to become peer mediators to support students having conflicts with others.</li> <li>2. Resources will be provided to support peer mediation programs.</li> <li>3. Research will be conducted to design a program that will teach students how to be a peer tutor.</li> </ol>	<p><b>2020 - 2021</b></p>	<p>FOL Instruction</p>	<p>X WSF X 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>F. Students will be provided with opportunities to engage in curricular and extracurricular activities that support academic and social well-being. (SW 5, SW 6)</p>	<ol style="list-style-type: none"> <li>1. Resources will be provided to support clubs, before and after school programming, and Gifted and Talented.</li> <li>2. Resources will be provided to support students in non-core classes (electives and wheel classes).</li> <li>3. Resources will be provided to support activities during non-instructional time as well as special day events like Engineers Day, Career Day, etc.</li> <li>4. Funding will be provided for field trips, programs, and resources that support interdisciplinary learning.</li> </ol>	<p><b>2020 - 2021</b></p>		<p>X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE X Other - REACH Grant and VILS Maker Space Grant <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> <li>● Purchase orders for REACH supplies</li> <li>● Expense sheets from Student Government</li> <li>● Timesheets for PTTs/PPTs</li> <li>● Field trip schedules and agendas</li> </ul>

## Academic Plan for SY 20-21

**Goal 2: Staff Success. Kalama Intermediate 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>
Kalama Intermediate will continue to support professional development for all staff members in order to positively impact student success.	Without staff training, support, and professional development students will not be successful.

<b>Planning</b>				<b>Funding</b>	<b>Interim Measures of Progress</b>
<b>Desired Outcome</b>	<b>Enabling Activities</b> <i>(Indicate year(s) of implementation in next column)</i>	<b>School Year(s) of Activity</b>	<b>ART Accountable Lead(s)</b>	<b>Source of Funds</b> <i>(Check applicable boxes to indicate source of funds)</i>	<b>Define the relevant data used to regularly assess and monitor progress</b>

## Academic Plan for SY 20-21

<p>A. 100% of staff members will be provided with collective and/or personalized professional development to support student achievement and meet staff members' needs.</p> <p>Teachers will gain a deeper understanding of and implement strategies to support achievement of common core standards, inclusion, brain-based learning strategies, technology integration, social emotional learning, and middle school best practices. (SW 6)</p>	<ol style="list-style-type: none"> <li>1. Funding will be provided for teachers to request participation in PD that supports measures of the Academic Plan. (Based on what is allowable due to COVID19)</li> <li>2. All staff members will participate in PBIS and other professional development focusing on proactive, trauma-informed, and inclusive strategies to improve the learning environment.</li> <li>3. Teams of teachers will be provided opportunities to visit and collaborate with other schools to gain a greater understanding of how to improve our systems, programs, and learning opportunities.</li> <li>4. Teams of teachers will be sent to the Association of Middle Level Educators (AMLE) National Conference, Hawaii Association of Middle Level Educator events, and other events that support adolescent development of academics and social emotional needs.(Based on what is allowable due to COVID19)</li> <li>5. Professional development</li> </ol>	<p><b>2020-2021</b></p>		<p>X WSF X Title I X Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE X Other - <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> <li>● PD Schedule for Staff</li> <li>● PD Agendas and Sign-In Sheets</li> <li>● PD Request Data</li> <li>● Meeting minutes documenting sharing of best practices</li> <li>● Teacher reflection form on best practices learned and impact on student achievement</li> <li>● Travel and workshop/conference receipts</li> <li>● Walk through data</li> </ul>
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## Academic Plan for SY 20-21

	<p>facilitated by teachers and counselors will be encouraged and supported.</p> <p>6. Time and resources will be provided for teachers to increase efficacy in technology integration.</p> <p>7. Staff will be trained on EL standards (WIDA), strategies (GLAD, SDAIE, etc).</p> <p>8. Resources will be provided to support EL learners.</p> <ul style="list-style-type: none"><li>○ PTTs will be hired to provide coordination and implementation of the School EL Plan</li></ul> <p>9. Time and resources will be provided for departments to have all day PD to develop aligned curriculum and assessments and grading procedures.</p>				
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## Academic Plan for SY 20-21

<p>B. 100% of teachers on their evaluation cycle will complete the necessary requirements.</p> <p>100% of teachers with 1-3 years teaching experience, new to the school, or in need of support will receive mentoring and resources needed to improve efficacy. (SW 6)</p>	<ol style="list-style-type: none"> <li>1. Time for state-mandated and other support PD will be provided for teachers that are on the evaluation cycle.</li> <li>2. Time and resources will be provided for teachers to engage in peer observation, mentoring, and classroom management professional development.</li> <li>3. Time and substitutes will be provided to allow teachers to visit other classrooms to support their learning.</li> </ol>	<p><b>2020-2021</b></p>		<p>X WSF X Title I X 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>	<ul style="list-style-type: none"> <li>• Mentor Meeting Schedule</li> <li>• Mentor Collaborative Logs</li> <li>• Workshop/Conference/PD Agendas</li> <li>• PTT Timesheets</li> </ul>
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**Goal 3: Successful Systems of Support.** The system and culture of Kalama Intermediate works to effectively organize financial, human, and community resources in support of student success.

**Outcome:** By the end of three years,

**Rationale:**



## Academic Plan for SY 20-21

<p>Kalama Intermediate will continue to develop, implement, and revise systems of support to meet students' academic (RtI), social(PBIS, GLOs), and emotional(PBIS) needs. In partnerships with parents, community members, and staff, Kalama will establish and maintain a supportive learning environment that encourages students to do their best and learn skills that prepare them for high school and beyond.</p>	<p>Without effective systems of support our students will not be successful.</p> <p>Academics:</p> <p>About 30% of students tested well below in ELA and 43% of students tested well below in Math. Twenty-nine percent (29%) of our students nearly met proficiency in ELA and 33% of students nearly met proficiency in Math. With targeted interventions, Kalama's 3 year target is to lessen the ELA Gap to 12% and Math Gap to 10%. Shifts in infrastructure and support for special education will help Kalama achieve the State's goal of 51% inclusion rate.</p> <p>Behavior:</p> <p>In SY 15-16, there were 485 (Class A-C) incidents and 139 suspensions. With continued support of a school wide multi-tiered system of supports (PBIS) the numbers of these incidents and suspensions should decrease by 15% over the next 3 years.</p>
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## Academic Plan for SY 20-21

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
A. All staff meetings will be focused on student success and continued improvement of school processes. (SW 1, SW 3, SW 6)	<ol style="list-style-type: none"> <li>The Leadership Team consisting of FOL Leaders and other support staff and will meet quarterly to review and support implementation of Academic Plan and development of future years' plan.</li> <li>Time will be provided for staff to discuss and give input towards School-Wide Grading Criteria to include GLOs, Standards-Based Grading, and Middle School Philosophy.</li> <li>The bell schedule will be utilized to support students in intervention - enrichment, allow for student activity time/assemblies, support testing measures and goal setting, as well as support school-wide/grade level lessons towards adolescent development. Supports and resources will be provided in order to maximize this time.</li> <li>Time will be dedicated to review and/or revise discipline policy and discuss and implement strategies to improve consistency and accountability.</li> </ol>	2017 - 2020	<p>Saucier</p> <p>FOL Assessment</p> <p>VP1, VP2</p>	<p>X WSF</p> <p>X Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> <li>Meeting Minutes</li> <li>Meeting Agendas</li> <li>Kalama's Grading Criteria Document</li> </ul>

## Academic Plan for SY 20-21

			FOL Culture		
B. School infrastructure and programs will be organized to support targeted subgroups. (SW 1, SW 5, SW 6)	<ol style="list-style-type: none"> <li>1. Master schedule will be adjusted to support greater participation of students ready for inclusion. Resources will be provided for Special Education and Core Classes to support students in inclusion settings.</li> <li>2. Disaggregated data from high needs populations - SPED, Low SES, EL, and Native Hawaiian will be reviewed in all data team meetings.</li> <li>3. A study will be conducted on the Native Hawaiian population and proficiency. Programs/Resources will be provided to support these students towards mastery of the standards.</li> <li>4. Programs/activities to support struggling students (academically, emotionally, and socially) will be identified and researched for implementation. Partnerships with community members, parents, and organizations will be encouraged to support these programs and activities.</li> <li>5. Interventions and recognitions</li> </ol>	2017 - 2020	<p>FOL Organization</p> <p>Saucier</p> <p>VP1, VP2</p> <p>FOL Organization</p>	<p>X WSF</p> <p>X Title I</p> <p>X Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p>X Other - Student Activities School Account</p> <p><input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> <li>● Master Schedule</li> <li>● PTT/PPT/EA Schedule</li> <li>● Data Team Form with Analysis on High Needs Population</li> <li>● Meeting Minutes</li> <li>● Intervention/Program Guidelines</li> <li>● Inclusion LRE Data</li> <li>● Purchase Orders</li> </ul>

## Academic Plan for SY 20-21

	<p>will be given to students based on attendance data.</p> <p>6. Programs will be purchased to provide unit recovery for students who have failed courses or for enrichment. Funding will be provided for teachers to support students during summer and/or other intercession time.</p> <p>7. Programs/resources will be provided to increase opportunities for students who need special motivation (behavioral) and/or enrichment.</p> <p>8. Time and substitutes or part-time teacher pay will be provided to departments and/or teacher groups wanting to align curriculum, attend professional development, and/or conduct necessary business to positively impact student learning.</p>		<p>FOL Culture</p> <p>FOL Curriculum</p> <p>FOL Curriculum</p> <p>VP1, VP2</p>		
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## Academic Plan for SY 20-21

<p>C. Parental and community involvement will increase by 15%. (SW 5, SW 6, SW 7)</p>	<p>1. Kalama will continue to support parent nights such as C.A.R.E.S, Open House, Standards Night, 5th Grade Orientation/Electives Night, and others.</p>	<p><b>2017 - 2020</b></p>	<p>PCNC</p>	<p>X WSF X 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>	<ul style="list-style-type: none"> <li>● SQS Survey Data</li> <li>● Parent Night Attendance</li> <li>● Volunteer List</li> <li>● Calendar of Events</li> </ul>
	<p>2. Kalama will increase opportunities for parents and community members to volunteer and/or participate in activities that support the school and student success. (Classroom support, Beautification Projects, School-Wide Activity Days, Field Trips, etc)</p>		<p>PCNC</p>		
	<p>3. Communication will be supported to include both digital platforms (website, app, blog, K-Notes, etc) and hard-copy communication (newsletter, fliers, etc).</p>		<p>PCNC Communications Specialist</p>		
	<p>4. Programs/activities to promote parent education for parents, guardians, grandparents, etc. will be researched, coordinated, and implemented. Outreach to parents may include archived videos, book studies, and other opportunities to support positive parenting.</p>		<p>PCNC</p>		

## Academic Plan for SY 20-21

<p>D. One-third of classrooms will be restructured to support 21st Century learning environments. (SW 6)</p>	<ol style="list-style-type: none"> <li>1. Funding will be provided to purchase furniture and electronic equipment to support alternative seating, flexible furniture, and other characteristics of 21st century classroom environments.</li> <li>2. Chromebook carts, other computer and digital equipment, and software will be purchased to support digital literacy.</li> </ol>	<p><b>2017 - 2020</b></p>	<p>VP1, VP2</p> <p>Tech Coordinator</p>	<p>X WSF X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE X Other - Grants <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> <li>● Purchase Orders</li> </ul>
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**Title I Addendum to the 2020 Academic Plan (AcPlan), School Year 2020-21**

**School Name: Kalama Intermediate**

**Date: 5/28/20**

<b>Directions:</b> <ol style="list-style-type: none"> <li><b>1. All schoolwide (SW) program plan requirements must be addressed in the AcPlan and/or through other evidence.</b></li> <li><b>2. Within the AcPlan, label locations where SW program plan requirements are addressed, if applicable (e.g. SW 5, SW 6, SW 7).</b></li> <li><b>3. On this document, summarize locations in the AcPlan and other evidence that SW program plan requirements are addressed.</b></li> </ol>		
<b>SW Program Plan Requirements (ESSA 1114(b))</b>	<b>Location in the AcPlan where the SW Program Plan Requirement is addressed (e.g. page #, section)</b>	<b>Other evidence that the SW Program Plan Requirement is addressed (e.g. CNA, SCC Assurances)</b>
<b>SW 1:</b> The school's Academic Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing to meet the challenging academic standards.	Goal 1 Desired Outcome B Enabling Activity 3 (G1B3), G1C1, G1C2, G1C4, G3A3, G3B1, G3B2, G3B3, G3B4, G3B6, G3B7	WASC Self-Study
<b>SW 2:</b> The school's Academic Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, complex area staff, to the extent feasible, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals as determined by the school.		WASC Self-Study, SCC Assurance, Department Minutes, Team Minutes, Leadership Minutes
<b>SW 3:</b> The school's Academic Plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards	G3A1	Leadership Minutes Staff Meeting Schedule
<b>SW 4:</b> The school's Academic Plan is available to the Hawaii Department of Education, parents, and the public and the information contained in such plan is in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.		Website

# **Title I Addendum to the 2020 Academic Plan (AcPlan), School Year 2020-21**

**School Name: Kalama Intermediate**

**Date: 5/28/20**

<p><b>SW 5:</b> If appropriate and applicable, the Academic Plan is developed in coordination and integration with other federal, state, and local services, resources, and programs (e.g., programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities).</p>	<p>G2F1, G3B4, G3C1, G3C4</p>	<p>Letters of Collaboration with Organizations (REACH, ETS, STEMworks, MYFS, MEO, MEDB, etc)</p>
<p><b>SW 6:</b> The Academic Plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will—</p> <p>(i) provide opportunities for all children, including each of the subgroups of students (i.e. economically disadvantaged, major racial and ethnic groups, children with disabilities, English learners) to meet the challenging State academic standards;</p> <p>(ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and</p> <p>(iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—</p> <p>    (I) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas;</p> <p>    (II) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high</p>	<p>All Goals and Desired Outcomes</p>	



**Title I Addendum to the 2020 Academic Plan (AcPlan), School Year 2020-21**

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<p>schools);</p> <p>(III) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);</p> <p>(IV) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and</p> <p>(V) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs;</p>		
<p><b>SW 7:</b> The Academic Plan includes parent and family involvement activities and strategies that are consistent with the HDOE parent and family engagement policy and aimed at improving student academic achievement and school performance. (1116(a)(2)(B))</p>	<p>G3C1, G3C2, G3C4</p>	<p>Website, eNews, Parent Night Flyers and Sign In, Student Handbook</p>