

# Kalama Intermediate School

## Academic Plan 2021-2022

### Academic Plan & Supporting Documents

**2021-2022 School Year**

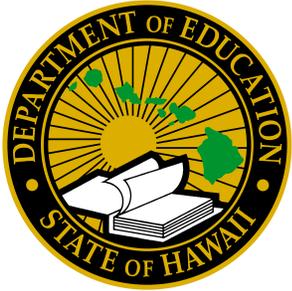
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Plan Submitted by  04/23/2021  
Principal Date

Plan Approved by  4/29/21  
Complex Area Superintendent Date



# **Academic Plan SY 21-22**

Samuel E. Kalama Intermediate School

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# Academic Plan for SY 21-22

<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</li> <li>● International Baccalaureate (IB) Authorization</li> <li>● Other</li> </ul>	<p><b>Needs Identified through the school improvement process and the WASC self study to focus on for SY 21-22</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 (Based on 10/2020 WASC Report)</b></p> <p><b><u>Category A: Organization</u></b></p> <p><b>Areas of strength for Organization:</b></p> <ol style="list-style-type: none"> <li>1. Kalama supports sending staff to professional development training.</li> <li>2. Kalama has clearly stated vision and mission statements and General Learner Outcomes relative to the Academic Plan and Comprehensive Needs Assessment.</li> <li>3. BERL Learning Walks and shared PD improve teacher practice.</li> <li>4. Kalama's Interichment program provides time for SEL and PBIS activities.</li> <li>5. Parent communication is provided via Weekly Panther News, social media, email, Infinite Campus, and school programs/events.</li> </ol> <p><b>Key issues for Organization:</b></p> <ol style="list-style-type: none"> <li>1. Revise meeting schedules to facilitate communication and the decision making process.</li> <li>2. Provide inclusion teachers with dedicated planning time with their teaching partners.</li> <li>3. Review school-wide initiatives and infrastructure procedures/policies at the start of each school year.</li> <li>4. Set up a consistent method of monitoring staff use of the three positive campus-wide strategies.</li> <li>5. Update the PA and phone systems and develop emergency kits to increase school safety.</li> <li>6. Continue supporting new teachers as they come to Kalama.</li> </ol> <p><b><u>Category B: Curriculum</u></b></p> <p><b>Areas of strength for Standards-Based Student Learning: Curriculum :</b></p> <ol style="list-style-type: none"> <li>1. Most departments, and all core departments, use standards based curriculum.</li> </ol>

## Academic Plan for SY 21-22

2. All classrooms have GLO posters and GLOs are incorporated into teaching with high frequency.
3. Kalama offers a variety of extra curricular, high interest activities and clubs that extend student learning beyond the classroom into real world application.

### **Key issues for Standards-Based Student Learning: Curriculum:**

1. Strengthen the plan to continue implementation of Data Teams.
2. Plan and implement formal collaboration, planning and integration of content areas to increase and improve interdisciplinary units (IDU's).

### **Category C: Instruction**

#### **Areas of strength for Standards-Based Student Learning: Instruction:**

1. Technology usage in the classroom has grown over the past three years, and forced on everyone due to distance learning in SY 20-21. Teachers have risen to the occasion.
2. Along with the increased use of technology, student engagement has increased across campus.
3. Student voice is being used to adjust instruction in the classrooms

#### **Key issues for Standards-Based Student Learning: Instruction:**

1. Continue to make progress towards increasing student metacognition, helping students to articulate what they're learning (e.g., I am learning..., I can do..., This relates to my life...) to support rigor and relevance.
2. Continue to train and implement the BERC model at a school-wide level, and other PD that is valued among staff.

### **Category D: Assessment and Accountability**

#### **Areas of strength for Standards-Based Student Learning: Assessment and Accountability:**

1. Kalama has developed an effective assessment process that collects, disseminates and reports student performance data to stakeholders.
2. Kalama is effective in using assessment results to modify the school's programs and processes.
3. Kalama has embraced a positive culture toward encouraging professional development efforts for teachers to improve student achievement.

#### **Key issues for Standards-Based Student Learning: Assessment and Accountability :**

1. Provide teachers more time to effectively analyze student performance data.
2. Develop a consistent grading system within and across all content areas and grades.
3. Analyze the professional development opportunities already provided and implemented, and measure the

## Academic Plan for SY 21-22

	<p>impact of those professional development efforts on student achievement &amp; student success.</p> <ol style="list-style-type: none"> <li>4. Develop a school-wide system to monitor and measure student progress toward achieving the General Learner Outcomes.</li> </ol> <p><b>Category E: School Culture and Support for Student Personal and Academic Growth</b></p> <p><b>Areas of strength for School Culture and Support for Student Personal and Academic Growth:</b></p> <ol style="list-style-type: none"> <li>1. Kalama successfully serves a wide geographical area with a diverse cultural and social/economic population.</li> <li>2. The Music Program builds relationships and gives opportunities to students in building self esteem and giving an opportunity to showcase what they have learned in the classroom.</li> <li>3. Inclusion, Accelerated Math, RTI for Reading, and Math Workshop provide students with access to a content specialist in core content areas to provide additional support with modifications and accommodations.</li> <li>4. Hawaiian Immersion Program - Kula Kaiapuni cultivates ‘ike Hawai‘i (Hawaiian knowledge) through cultural experiences and language.</li> </ol> <p><b>Key issues for School Culture and Support for Student Personal and Academic Growth:</b></p> <ol style="list-style-type: none"> <li>1. Encourage the PTO to do outreach to incoming families.</li> </ol>
	<p><b>Addressing Equity: SubGroup Identification</b></p>
	<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> </ul>

**ORGANIZE:** Identify your Academic Review Team Accountable Leads.

## Academic Plan for SY 21-22

Name and Title of ART Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives
1. Curriculum Coordinator	1. WASC Lead
2. SSC, Registrar	2. FOL - Organization
3. Social Studies DH, Science DH	3. FOL - Curriculum
4. PE DH, Math DH	4. FOL - Assessment and Accountability
5. ELA DH, SPED DH	5. FOL - Instruction
6. Counseling DH, Wheel DH	6. FOL - School Culture and Support for Personal and Academic Growth
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 21-22

### **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:	Rationale:
<p>1) The Math median growth percentile (MGP) will increase from 52 (SY18-19) to 54(SY21-22).</p> <p>2) The ELA median growth percentile (MGP) will increase from 37 (SY18-19) to 40(SY21-22).</p> <p>Note: Since there will be no data from SY19-20 and many students are refusing to test in SY20-21, we will revert back to SY18-19 as our reference point for MGP.</p>	<p>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.</p>

## Academic Plan for SY 21-22

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 ELA, Math, Social Studies, and Science common summative assessments. <b>(SW 6)</b>	<p>A1. All subjects will create pacing guides to detail what standards are being taught and assessed.</p> <p>A2. Grade level counterparts for subjects will align their quarterly pacing guides and develop common summative assessment for each quarter.</p> <p>A3. The school will determine common grading practices and procedures that will be used school wide</p> <p>A4. Departments will determine common grading and assessment practices that will be used department wide.</p>	<b>2021 - 2022</b>	FOL Leaders A1-A4	<p>X WSF</p> <p><input type="checkbox"/> 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><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> <li>● Curriculum Pacing Guides</li> <li>● Common Assessments</li> <li>● School Wide Grading Practices and Procedures</li> <li>● Department Grading Practices and Procedures</li> </ul>

## Academic Plan for SY 21-22

<p>B. All students will participate in a Universal Screener for Math and Reading 2 times a year. (SW 1, SW 6)</p>	<p>B1. Teachers will administer the screener two times a year.            B2. Students will be recognized for growth and achievement after each screen.            B3. 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.            B4. Students will participate in goal setting activities based on the screener results.            B5. Students and families will be notified of the results of the screener.</p>	<p><b>2021 - 2022</b></p>	<p>FOL Leaders            B2, B3, B4            Curriculum Coordinator            B1, B5</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 21-22

<p>C. Students will participate in lessons using best-practice strategies to lessen the achievement gap. (SW 1, SW 6)</p>	<p>C1. Data teams will be done through interdisciplinary teams. Teams will review proficiency/mastery levels of all student achievement (high needs and non-high needs) and determine appropriate intervention. Teams will implement data cycles based on learning needs #1 and #2 identified by the school improvement process.</p> <p>C2. Programs and resources will be provided that support achievement of the standards.</p> <p>C3. 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.</p> <p>C4. All staff will be provided professional development focusing on in-class support (inclusion) for students with Special Needs.</p> <p>C5. Professional development for school programs, such as iReady, IXL, TeenBiz, etc. will be provided to improve effective use of such programs purchased by the school.</p>	<p><b>2021 - 2022</b></p>	<p>FOL Leaders C1-C5</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>● Weekly Team minutes</li> <li>● Monthly 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 21-22

<p>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)</p>	<p>D1. 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)</p> <p>D2. 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.</p> <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 System, GLOs, and Hā will be encouraged and supported.</li> </ol> <p>D3. All staff will agree upon and demonstrate use of strategies to support positive relationships.</p> <p>D4. Students will be identified and provided higher levels of social emotional intervention. The school</p>	<p><b>2021 - 2022</b></p>	<p>FOL Leaders D1-D6</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>● 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>
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## Academic Plan for SY 21-22

	<p>will continue to develop and enhance the multi-tiered systems of support.</p> <p>D5.Common goal-setting forms will be used for students to set goals and reflect on achievement/progress, GLOs, and future opportunities.</p> <p style="padding-left: 40px;">a. Students will self reflect on their level of GLO attainment and create an action plan to improve on an identified GLO.</p> <p>D6.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.</p>				
<p>E. Students will be provided opportunities to learn skills that will help them to collaborate and support others. (SW 6)</p>	<p>E1. Select students will be trained to become peer mediators to support students having conflicts with others.</p> <p>E2. Resources will be provided to support peer mediation programs.</p> <p>E3. Research will be conducted to design a program that will teach students how to be a peer tutor.</p>	<p><b>2021 - 2022</b></p>	<p>VP2</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>	

## Academic Plan for SY 21-22

<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>	<p>F1. Resources will be provided to support clubs, and before and after school programming.</p> <p>F2. Resources will be provided to support students in non-core classes (electives and wheel classes).</p> <p>F3. Resources will be provided to support activities during non-instructional time as well as special day events like Engineers Day, Career Day, etc.</p> <p>F4. Funding will be provided for field trips, programs, and resources that support interdisciplinary learning.</p>	<p><b>2021 - 2022</b></p>	<p>FOL Leaders F1-F4</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 <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>
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## Academic Plan for SY 21-22

**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.**

Outcome: By the end of three years,	Rationale:
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.

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>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</p>	<p>A1. Funding will be provided for teachers to request participation in PD that supports measures of the Academic Plan.</p> <p>A2. All staff members will participate in PBIS and other professional development focusing on proactive, trauma-informed, and inclusive strategies to improve the learning environment.</p> <p>A3. 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.</p> <p>A4. Teams of teachers will be sent to the</p>	<p><b>2021 - 2022</b></p>	<p>FOL Leaders A1-A9</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</li> </ul>

## Academic Plan for SY 21-22

<p>achievement of common core standards, inclusion, brain-based learning strategies, technology integration, social emotional learning, and middle school best practices. (SW 6)</p>	<p>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.</p> <p>A5. Professional development facilitated by teachers and counselors will be encouraged and supported.</p> <p>A6. Time and resources will be provided for teachers to increase efficacy in technology integration.</p> <p>A7. Staff will be trained on EL standards (WIDA), strategies (GLAD, SDAIE, etc).</p> <p>A8. 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>A9. Time and resources will be provided for departments to have all day PD to develop aligned curriculum and assessments and grading procedures.</p>				<p>workshop/conference receipts</p> <ul style="list-style-type: none"> <li>● Walk through data</li> </ul>
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## Academic Plan for SY 21-22

<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>	<p>B1. Time for state-mandated and other support PD will be provided for teachers that are on the evaluation cycle.</p> <p>B2. Time and resources will be provided for teachers to engage in peer observation, mentoring, and classroom management professional development.</p> <p>B3. Time and substitutes will be provided to allow teachers to visit other classrooms to support their learning.</p>	<p><b>2021 - 2022</b></p>	<p>VP 1 B1-B3</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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## Academic Plan for SY 21-22

**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:	Rationale:
<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>Based on SY18-19 state assessments, 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%.</p> <p>Behavior:</p> <p>In SY 18-19, there were 668 (Class A-C) incidents and 234 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>

## Academic Plan for SY 21-22

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 staff meetings will be focused on student success and continued improvement of school processes. (SW 1, SW 3, SW 6)	<p>A1. The Leadership Team consisting of FOL Leaders and other support staff will meet quarterly to review and support implementation of Academic Plan and development of future years' plan.</p> <p>A2. Staff will participate in PD and discussions and give input towards School-Wide Grading procedures which will include GLOs, Standards-Based Grading and Middle School Philosophy.</p> <p>A3. 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.</p> <p>A4. Time will be dedicated to review and/or revise discipline policy and discuss and implement strategies to improve consistency and accountability.</p>	2021 - 2022	<p>FOL Leadership A1-A3</p> <p>VP1, VP2 A4</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 21-22

<p>B. School infrastructure and programs will be organized to support targeted subgroups. (SW 1, SW 5, SW 6)</p>	<p>B1. 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.</p> <p>B2. Disaggregated data from high needs populations - SPED, Low SES, EL, and Native Hawaiian will be reviewed in data team meetings.</p> <p>B3. 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.</p> <p>B4. Interventions and recognitions will be given to students based on attendance data.</p> <p>B5. 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>B6. Programs/resources will be provided to increase opportunities for students who</p>	<p><b>2021 - 2022</b></p>	<p>Registrar B1</p> <p>FOL Leaders B2, B5</p> <p>VP1, VP2 B3, B4, B6</p> <p>Curriculum Coordinator B7</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 - Student Activities School Account <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>
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## Academic Plan for SY 21-22

	<p>need special motivation (behavioral) and/or enrichment.</p> <p>B7. 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>C. Parental and community involvement will increase by 15%. (SW 5, SW 6, SW 7)</p>	<p>C1. Kalama will continue to support parent engagement activities such as Open House, STEMWorks Parent Night, 5th Grade Orientation/Electives Night, and others.</p> <p>C2. 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>C3. Communication will be supported to include both digital platforms (website, app, blog, K-Notes, etc) and hard-copy communication (newsletter, fliers, etc).</p> <p>C4. Programs/activities to promote 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><b>2021 - 2022</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 EngagementActivity Attendance</li> <li>● Volunteer List</li> <li>● Calendar of Events</li> </ul>

## Academic Plan for SY 21-22

<p>D. Classrooms will be restructured to support 21st Century learning environments. (SW 6)</p>	<p>D1.Funding will be provided to purchase electronic equipment and other characteristics of 21st century classroom environments. D2.Chromebook carts, other computer and digital equipment, and software will be purchased to support digital literacy.</p>	<p><b>2021 - 2022</b></p>	<p>D1 &amp; D2 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 2021 Academic Plan (AcPlan), School Year 2021-22**

**School Name: Kalama Intermediate**

**Date: 04/23/2021**

<b>Directions:</b>		
<ol style="list-style-type: none"> <li><b>All schoolwide (SW) program plan requirements must be addressed in the AcPlan and/or through other evidence.</b></li> <li><b>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>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.	<u>Goal 1: Student Success</u> Enabling Activity B3, C1, C2, C4 <u>Goal 3: Successful Systems of Support</u> Enabling Activity A3, B1, B2, B3, B5, B6	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, School Improvement Minutes Department Minutes Team Minutes Learning Leaders 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	<u>Goal 3: Successful Systems of Support</u> Enabling Activity A1	Learning Leaders Minutes Staff Meeting Schedule
<b>SW 4:</b> The school’s Academic Plan is available to the Hawaii		School Website

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<p>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.</p>		
<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><u>Goal 2: Staff Success</u>          Enabling Activity F1  <u>Goal 3: Successful Systems of Support</u>          Enabling Activity B3, C1, C4</p>	<p>Letters of Collaboration with Organizations (REACH, STEMworks, 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 style="padding-left: 40px;">(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>All Goals and Desired Outcomes</p>	

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<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 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 HIDEOE parent and family engagement policy and aimed at improving student academic achievement and school performance. (1116(a)(2)(B))</p>	<p><u>Goal 3: Successful Systems of Support</u> Enabling Activities C1, C2 and C4</p>	<p>Website, eNews, Parent Night Flyers and Sign In, Student Handbook</p>