

Kalama Intermediate School

Academic Plan 2022-2023

Academic Plan & Supporting Documents

2022-2023 School Year

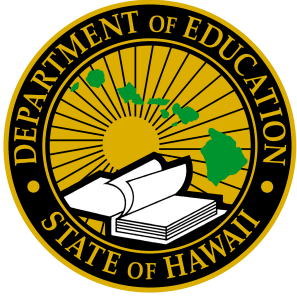
Principal: Timothy Lino

Contact Information

Telephone: 808-573-8735

Plan Submitted by  3/31/22
Principal Date

Plan Approved by  4/1/22
Complex Area Superintendent Date



Academic Plan

SY 22-23

Samuel E. Kalama Intermediate School

120 Makani Rd.
Makawao, HI 96768
(808) 573-8735
www.kalamaintermmediate.com

Academic Plan for SY 22-23

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

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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

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	<p>impact of those professional development efforts on student achievement & student success.</p> <ol style="list-style-type: none">4. Develop a school-wide system to monitor and measure student progress toward achieving the General Learner Outcomes. <p><u>Category E: School Culture and Support for Student Personal and Academic Growth</u></p> <p>Areas of strength for School Culture and Support for Student Personal and Academic Growth:</p> <ol style="list-style-type: none">1. Kalama successfully serves a wide geographical area with a diverse cultural and social/economic population.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.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.4. Hawaiian Immersion Program - Kula Kaiapuni cultivates ‘ike Hawai‘i (Hawaiian knowledge) through cultural experiences and language. <p>Key issues for School Culture and Support for Student Personal and Academic Growth:</p> <ol style="list-style-type: none">1. Encourage the PTO to do outreach to incoming families.
	<p>Addressing Equity: SubGroup Identification</p>
	<p>In order to address equity, list the targeted sub group(s) and their identified needs.</p> <ul style="list-style-type: none">● Disadvantaged (Low SES) and IDEA students account for three times as many disciplinary incidents as compared to non high-need students.● SPED students are less proficient in reading and math but have a higher median growth percentile than General Education students.

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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
Curriculum Coordinator in coordination with DHs	School Improvement Process for Focus on Learning Categories (Organization, Curriculum, Assessment & Accountability, Instruction, School Culture and Support for Student Personal and Academic Growth)
Counseling DH	Positive Behavior Instructional Strategies (PBIS)
Counseling DH	Social Emotional Learning (SEL)
Curriculum Coordinator	Data Teams
Technology Coordinator	Technology
VP3	Parental and Community Involvement
VP3	Hawaiian Immersion Program
SSC	Special Education Services
VP1, VP2	School Processes
VP1	Student Voice

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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.

Outcome:	Rationale:
<p>1) The percentage of students that are well below on the Math State Assessments will decrease from 52% (SY20-21 data) to 48%.</p> <p>2) The percentage of students that are on track for college and career readiness as measured by their lexile in the Achieve3000 literacy program will increase from 21% (SY20-21 data) to 25%</p>	<p>1) Our school focuses on growth. With a high population of low SES (56%) and identified SPED students (16.67%), achievement in proficiency for math is challenging. This challenge has become even greater with the disruption of traditional classroom instruction over the past two years. As a school the focus will be on bringing students out of the well below category so that they are at or near proficiency for mathematics.</p> <p>2) Reading comprehension is a skill that is needed by all students if they are to be successful in college, career and citizenship.</p>

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Planning			Funding	Interim Measures of Progress	
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
A. All students will participate in ELA, Math, Social Studies, and Science common summative assessments. (SW 6)	<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>	2022 - 2023	Learning 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"> ● Curriculum Pacing Guides ● Common Assessments ● School Wide Grading Practices and Procedures ● Department Grading Practices and Procedures

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<p>B. All students will participate in a Universal Screener for Math and Reading 3 times a year. (SW 1, SW 6)</p>	<p>B1. Teachers will administer the screener three 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 and provided guidance on how to use the school resources to increase their students' achievement levels.</p>	<p>2022 - 2023</p>	<p>Learning 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"> ● Screener participation numbers and results ● Student Goal-Setting Sheets ● Sample letters and reports sent home to families ● Copy of Morning Broadcast on Staff Google Classroom ● Copy of School Newsletter
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<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, Achieve3000, etc. will be provided to improve effective use of such programs purchased by the school.</p>	<p>2022 - 2023</p>	<p>Learning 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"> ● Weekly Team minutes ● Monthly Data team minutes ● PD Schedule ● Screener results ● Walk Through Data
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<p>D. All students will participate in lessons and/or activities that support one or more of the Learninglowing - PBIS GLOs, Hā Framework Social Emotional Learning Student Voice (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"> a. Core Values and GLOs will be explicitly taught and reinforced in classroom and school settings. b. Common Language will be used to improve student understanding. c. Activities and communication with parents/community increasing the understanding of the PBIS Pono Panther System, GLOs, and Hā will be encouraged and supported. <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>2022 - 2023</p>	<p>Learning 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"> ● CSSS/PBIS meeting minutes ● PD Agendas ● Pono Panther Commendation and Panther Tix Data ● Broadcast Video Archives ● Student Survey Data
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	<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>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 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>2022 - 2023</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>	

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<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. F2. Resources will be provided to support students in non-core classes (PE, electives and wheel classes). F3. Resources will be provided to support activities during non-instructional time as well as special day events like Engineers Day, Career Day, etc. F4. Funding will be provided for field trips, programs, and resources that support the Hā Framework and interdisciplinary learning.</p>	<p>2022 - 2023</p>	<p>Learning 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"> ● Purchase orders for REACH supplies ● Expense sheets from Student Government ● Timesheets for PTTs/PPTs ● Field trip schedules and agendas
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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. Time and resources will be provided</p>	2022 - 2023	Learning Leaders A1-A9	<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 -</p> <p><input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> ● PD Schedule for Staff ● PD Agendas and Sign-In Sheets ● PD Request Data ● Meeting minutes documenting sharing of best practices ● Teacher reflection form on best practices learned and impact on student achievement ● Travel and

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<p>achievement of common core standards, inclusion, brain-based learning strategies, technology integration, social emotional learning, student voice and middle school best practices. (SW 6)</p>	<p>for for teams of teachers to develop interdisciplinary lessons and units and to increase their foundational knowledge and implementation of the middle school philosophy</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"> ○ PTTs will be hired to provide coordination and implementation of the School EL Plan <p>A9. Time and resources will be provided for department members to participate in PD to develop aligned curriculum, common assessments, common grading procedures and instructional practices related to the schools inclusion model.</p>				<p>workshop/conference receipts</p> <ul style="list-style-type: none"> ● Walk through data
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<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>2022 - 2023</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"> ● Mentor Meeting Schedule ● Mentor Collaborative Logs ● Workshop/Conference/PD Agendas ● PTT Timesheets
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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:	Rationale:
<p>Kalama Intermediate will continue to develop, implement, and revise systems of support to meet students' academic (RtI), social(PBIS, GLOs), and emotional(SEL) 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 SY21-22 state assessments, about 31% of students tested well below in ELA and 52% of students tested well below in Math and 44% of students tested well below in Science.. Twenty-nine percent (29%) of our students nearly met proficiency in ELA and 31% of students nearly met proficiency in Math. With targeted interventions, Kalama's target is to decrease the students that fall in the well below category by 4%.</p> <p>Behavior:</p> <p>Due to distance learning in SY20-21 the behavior data is not typical of a normal school year. Based on perceptual data, students had a hard time adjusting to appropriate school behaviors when they returned to in person learning in SY21-22. The discipline data for this year is not yet available. Based on the perceptual data, additional supports will be incorporated into the schools systems of supports to help guide students into appropriate behaviors in and out of the classroom. These supports include an additional Vice Principal and Counselor position in the master schedule that will be specifically available to the Hawaiian Immersion students. Additionally, the SAC position will continue to support intramurals and organized sports before school, during recess and at lunch to provide structured activities during non-classroom time.</p>

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

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<p>A. All team, staff and professional learning community (PLC) meetings will be focused on student success and continued improvement of school processes. (SW 1, SW 3, SW 6)</p>	<p>A1. The Leadership Team consisting of Department Heads 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 practices 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>	<p>2022 - 2023</p>	<p>Learning Leadership A1-A3</p> <p>VP1, VP2 A4</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"> ● Meeting Minutes ● Meeting Agendas ● Kalama's Grading Criteria Document
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<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>2022 - 2023</p>	<p>Registrar B1</p> <p>Learning 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"> ● Master Schedule ● PTT/PPT/EA Schedule ● Data Team Form with Analysis on High Needs Population ● Meeting Minutes ● Intervention/Program Guidelines ● Inclusion LRE Data ● Purchase Orders
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	<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>B8. The Hawaiian Immersion program will have a counselor and Vice Principal that specifically supports the students and teachers in this program.</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 provide 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</p>	<p>2022 - 2023</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"> ● SQS Survey Data ● Parent EngagementActivity Attendance ● Volunteer List ● Calendar of Events

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	implemented. Outreach to parents may include archived videos, book studies, and other opportunities to support positive parenting.				
D. Classrooms will be structured to support 21st Century learning environments. (SW 6)	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.	2022 - 2023	D1 & D2 Tech Coordinator	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	<ul style="list-style-type: none"> ● Purchase Orders