

Kalama Intermediate School
Three-Year Academic Plan 2017-2020
Academic Plan & Supporting Documents

2018-19 School Year

Principal: Timothy Shim

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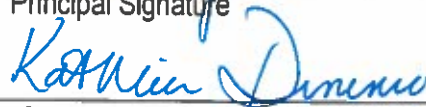
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Plan Submitted by


Principal Signature

5/8/18
Date

Plan Approved by


Complex Area Superintendent Signature

5/11/18
Date



Three-Year Academic Plan 2017-2020 (SY 18-19)

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

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 <ul style="list-style-type: none"> ▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction ▪ WASC Category C: Standards Based Student Learning: Instruction ▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability ● International Baccalaureate (IB) Authorization ● Other 	<ol style="list-style-type: none"> 1. Need: Focus on Data Team Process and professional development to lessen the achievement gap in ELA to 20% (currently 23%) in Math to 17% (currently 20%), and in Science to 23%(current 27%). <ol style="list-style-type: none"> a. SY 18 - 19: Lessen the achievement gap in ELA to 15% (currently 20%), in Math to 10% (currently 12%), and in Science to 20% (currently 24%)* 2. Need: Support teachers in adopting and implementing strategies and best practices to increase proficiency in ELA to 47% (current 41%), Math to 30% (current 24%) and Science to 50% (current 46%). <ol style="list-style-type: none"> a. SY 18-19: Increase proficiency in ELA to 47% (currently 40%), Math to 25% (currently 21%), and Science to 50% (currently 46%). 3. Need: Continue to support school initiatives that encourage a Supportive Learning Environment in order to increase School Climate target to 71% SQS Safety Dimension (current 66%), lower chronic absenteeism to 16% (current 19%), and increase inclusion rate to 31% (current 22%). <ol style="list-style-type: none"> a. SY 18 - 19: Increase School Climate Target to 70% (currently 63%), lower chronic absenteeism to 16% (currently 19%) and increase inclusion rate to 35% (currently 28%). <p>*All writing in blue signifies changes and/or additions made to the 3-year Academic Plan to be implemented SY 18-19. The following is a key to the need identified in the <u>Comprehensive Needs Assessment</u>: D = Demographic, P = Perceptual, SL = Student Learning, SP = School Process</p>

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Addressing Equity: Sub Group Identification	
<p>In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.</p> <ul style="list-style-type: none"> ● Disadvantaged (Low SES) and ELL students are less proficient in reading and math ● SPED students are less proficient in reading and math ● Native Hawaiian students are less proficient in reading and math compared to other ethnicities <p>*Why are Native Hawaiians less proficient? Is it their ethnicity? Are there cultural factors? Is their socioeconomic status? Parental factors? How are we addressing this? (SCC Commentary)</p>	

ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name and Title of ART Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives
1. Curriculum Coordinator	1. ART Lead
2. SSC, Registrar	2. FOL - Organization
3. Social Studies DH, Science DH	3. FOL - Curriculum
4. PE DH, Math DH	4. FOL - Assessment
5. ELA DH, SPED DH	5. FOL - Instruction
6. Counseling DH, Wheel DH, Arts DH	6. FOL - Culture

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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

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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: By the end of three years.	Rationale:
<p>Lessen the achievement gap in ELA to 12%, Math to 10%, and Science to 14%.</p> <p>Increase proficiency in ELA to 61%, Math to 42%, and Science to 60%.</p>	<p>We have 56% of our population that is low SES. Thirty-four percent (34%) of them are proficient in ELA, 17% of them proficient in Math, and 37% of them proficient in Science.</p> <p>Fourteen percent (14%) of our students receive Special Education services. Of the SPED population, 13% of them are proficient in ELA, 6% proficient in Math, and 18% proficient in Science.</p> <p>Forty percent (40%) of our population is of Native Hawaiian ethnicity. Of this group, 24% of them are proficient in ELA, 11% proficient in Math, and 29% proficient in Science.</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
<p>A. All students will participate in Reading, Math, Social Studies, and Science common assessments (WASC CA 1, 3, 4, 5)</p>	<ol style="list-style-type: none"> Core Departments will identify priority standards (Panther Priorities) for each grade level. [D5, SL1, SL2, SP6] Teachers will identify/develop assessments at a DOK 3 level or higher by grade-level content area. [D5, SL1, SL2, P8, SP6] Common assessments will be administered and scored using common rubrics for scoring. [D5, D6, P8, SL1, SL2, SL3, SP6] 	2017 - 2020	<p>FOL Curriculum</p> <p>FOL Assessment</p>	<p>X W/SF</p> <p><input type="checkbox"/> 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"> Meeting Minutes Common Assessments Data Records
<p>B. All students will participate in a Universal Screener for Math and Reading 3 times a year.</p>	<ol style="list-style-type: none"> Teachers will administer screener 3 times a year. [D5, D6, P8, SL1, SL2, SL3, SP6] Students will be recognized for growth and achievement after each screen. [P4, P6, SL1, SL2, SP6] Students will be identified and scheduled for Tier 2 support classes/interventions. Resources(supplies, materials, programs, personnel) will be provided for students to enter 	2017 - 2020	<p>CC</p> <p>FOL Culture</p> <p>VP1, VP2</p>	<p>X W/SF</p> <p><input checked="" type="checkbox"/> 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"> Screener participation numbers and results Student Goal-Setting Sheets

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	<p>4. Students will self-reflect and goal-set after each screening. Goals should include Life Goals, interests, and making connections to their learning. Goals should be shared with parents/guardians and/or self-chosen advocate. [P5, P6, P7, SL1, SP4, SP6]</p>		FOL Culture		
<p>C. Students will participate in lessons using best-practice strategies to lessen the achievement gap. (WASC CA 2, 4)</p>	<p>1. Data teams for Core classes will review high needs proficiency levels after each screen and choose 1 best practice/strategy to improve proficiency rate. [D2, D3, D5, P8, SL1, SL2, SL3, SL4, SP3, SP6]</p> <p>2. All staff will be provided on-going PD in implementing Common Core Curriculum in literacy and critical thinking skills across the curriculum. (4Cs - Communication, Collaboration, Critical Thinking, Creativity) [D6, P4, P8, SL2, SL3]</p> <p>3. Programs and resources will be provided that support achievement of the standards. [D2, D3, D5, D6, P4, P8, SL1, SL2, SL3, SL4, SP3, SP6, SP7]</p>	2017 - 2020	CC	<p>X WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> ● Data team minutes ● PD Schedule ● Screener results ● Walk Through Data

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	<p>4. All staff will be provided professional development in learning high leverage strategies. Implementation of learned practices will be monitored by walk throughs on a regular basis. [D6, P8, SL3, SP6]</p>		<p>FOL Instruction</p>		
<p>D. All students will participate in lessons and/or activities that support one or more of the following - PBIS core values, GLOs, Growth Mindset, Ha Framework, Mind Up, Second Step. (WASC CA 6)</p>	<p>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. [D6, P2, P3, P4, P5, P6, P8, SP1, SP2]</p> <p>2. All staff will demonstrate use of agreed upon strategies to support positive relationships. [D6, P4, SL1, SP2, SP6]</p> <p>3. 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 supports. [D2, D3, D4, D5, P1, P2, P4, P5, P6, P7, SL4, SP6]</p>	<p>2017 - 2018</p>	<p>FOL Culture VP1, VP2</p>	<p>X WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<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>E. Students will be provided opportunities to learn skills that will help them to collaborate and support others.</p>	<ol style="list-style-type: none"> 1. Select students will be trained to become peer tutors in order to support classmates' learning. [D6, P4, P6, SL2, SL4, SP3] 2. Select students will be trained to become peer mediators to support students having conflicts with others. [D6, P4, P6, SL2, SL4, SP3] 3. Resources will be provided to support peer tutoring and peer mediation programs. [D6, P4, P6, SL2, SL4, SP3] 	2017 - 2018	<p>FOL Instruction, FOL Culture</p>	<p>X W/SF 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.</p>	<ol style="list-style-type: none"> 1. Resources will be provided to support Maker Space. [P7, SP8] 2. Resources will be provided to support students in non-core classes. [D3, P6, SL4, SP8] 3. Funding will be provided for before school and afterschool programs and clubs. [D3, P6, SL4] 4. Resources will be provided to support activities during non-instructional time as well as special day events like Engineers Day, Hour of Code, Career Day, etc. [D3, P4, P6, P7, SL4] 	2017 - 2020	<p>Tech Coordinator</p> <p>VP1, VP2</p> <p>VP1, VP2</p> <p>VP1, VP2</p>	<p>X W/SF 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"> • Purchase orders for REACH supplies • Purchase orders for Makers Space supplies • Expense sheets from Student Government • Timesheets for PTTs/PPTs • Field trip schedules and agendas

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	<p>5. Funding will be provided for field trips, programs, and resources that support interdisciplinary learning. [D2, P6, P8, SL2, SL3, SL4]</p>		VP1, VP2		
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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:			
<p>Kalama Intermediate will continue to support professional development for all staff members in order to positively impact student success.</p>		<p>Without staff training, support, and professional development students will not be successful.</p>			

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. 100% of staff members will be provided with collective and/or personalized professional development to support student achievement and meet staff members' needs. (WASC 4, 6)</p> <p>Teachers will gain a deeper understanding of and implement strategies to support achievement of common core standards, inclusion, technology integration, social emotional learning, and middle school best practices.</p>	<ol style="list-style-type: none"> 1. Funding will be provided for teachers to request participation in PD that supports measures of the Academic Plan. [D1, D6, P4, P5, P6, P8, SL 1, SL2, SL3, SP2, SP6, SP7] 2. All staff members will participate in PBIS and other professional development focusing on proactive and inclusive strategies to improve the learning environment. [D6, P1, P2, P4, P5, P8, SL3] 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. [D2, D4, D5, P6, SL2, SP6] 4. Teams of teachers will be sent to the Association of Middle Level Educators (AMLE) National Conference, Hawaii Association of Middle Schools (HAMS) events, and other events that support adolescent development of academics and social emotional needs. [D6, P1, P2, P3, P4, P5, P6, P7, P8, SL3, SL4, SP2, SP3, SP6, SP8] 	<p>2017 - 2018</p>	<p>VP1, VP2</p> <p>FOL Culture</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 - Digital Promise Grant <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 workshop/conference receipts ● Walk through data
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	<p>5. Professional development facilitated by teachers and counselors will be encouraged and supported. [D6, P8, SL3]</p>		FOL Instruction		
	<p>6. Time and resources will be provided for teachers to increase efficacy in technology integration, makers space use, and other activities that support increasing engagement to the M and R levels of the SAMR model. [D2, D3, D5, D6, P4, P6, P8, SL 3, SL4, SP8]</p>		FOL Instruction		
	<p>7. Continuous PD to support proper implementation of a mixed learning environment through iReady, small group instruction and whole group instruction will be supported and coordinated. [D6, P8, SL3]</p>		FOL Instruction		

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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 supports will receive mentoring and resources needed to improve efficacy.</p>	<p>1. Time for state-mandated and other support PD will be provided for teachers that are on the evaluation cycle. [D1, D6, SL1, SP1]</p> <p>2. Time and resources will be provided for teachers to engage in peer observation, mentoring, and classroom management professional development. [D1, D6, P1, P2, P4, SL1, SL3, SP1]</p>	<p>2017 - 2020</p>	<p>VP1, VP2</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 Kalamia Intermediate works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years.

Rationale:

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<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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Planning

Funding

Interim Measures of Progress

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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. All staff meetings will be focused on student success and continued improvement of school processes. (WASC CA 1)</p>	<p>1. The Academic Review Team (ART) 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. [D2, D3, D5, D6, SL2, SP6]</p> <p>2. 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. [P4, P5, P6, SL1, SP1, SP5, SP6]</p> <p>3. 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. [D5, P1, P2, P3, P4, P5, P6, P7, P8, SL2, SL4, SP1, SP2, SP3]</p>	<p>2017 - 2020</p>	<p>Saucier</p> <p>FOL Assessment</p> <p>VP1, VP2</p>	<p><input checked="" type="checkbox"/> W/SF</p> <p><input checked="" type="checkbox"/> 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"> ● Meeting Minutes ● Meeting Agendas ● Kalama's Grading Criteria Document

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	<p>4. Time will be dedicated to review and/or revise discipline policy and discuss and implement strategies to improve consistency and accountability. [D4, P1, P2, P4]</p>		FOL Culture		
<p>B. School infrastructure and programs will be organized to support targeted subgroups.</p>	<p>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. [D2, D3, D5, P4, SL4, SP3, SP7]</p> <p>2. Disaggregated data from high needs populations - SPED, Low SES, ELL, and Native Hawaiian will be reviewed in all data team meetings. [D2, D3, D5, P4, SL4, SP3, SP7]</p> <p>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. [D2, D3, D4, D5, D6, P4, SL2, SL3, SL4, SP2, SP3, SP6]</p> <p>4. Programs/activities to support struggling students (academically, emotionally,</p>	<p style="text-align: center;">2017 - 2020</p>	<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"> ● 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>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. [D3, D4, P4, P7, SL4]</p>		FOL Culture		
	<p>5. Interventions and recognitions will be given to students based on attendance data. [P7, SL1, SP4]</p>		FOL Curriculum		
	<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. [D3, P4, SL1, SL4, SP3]</p>		FOL Curriculum		
	<p>7. Programs/resources will be provided to increase opportunities for students who need special motivation (behavioral) and/or enrichment. [D3, D4, P4, SL4, SP3]</p>		FOL Curriculum		
	<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,</p>		VP1, VP2		

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	<p>and/or conduct necessary business to positively impact student learning. [D2, D3, D5, D6, P4, P8, SL1, SL2, SL3, SL4, SP3, SP6]</p>				
<p>C. Parental and community involvement will increase by 15%.</p>	<p>1. Kalamita will continue to support parent nights such as C.A.R.E.S, Open House, Standards Night, 5th Grade Orientation/Electives Night, and others. [D3, P1, P2, P3, P4, P5, P7, SP4]</p> <p>2. Kalamita 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) [D3, P1, P2, P3, P4, P5, P7, SP4]</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). [P1, P2, P3, P5, P7, SP4]</p> <p>4. Programs/activities to promote parent education for parents, guardians, grandparents, etc, will be researched, coordinated, and</p>	<p>2017 - 2020</p>	<p>PCNC</p>	<p>X WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> ● SQS Survey Data ● Parent Night Attendance ● Volunteer List ● Calendar of Events
			<p>PCNC</p>		

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<p>D. One-third of classrooms will be restructured to support 21st Century learning environments.</p>	<p>implemented. [P3, P5, P7, SP4]</p> <p>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. [SP8]</p> <p>2. Chromebook carts, other computer and digital equipment, and software will be purchased to support digital literacy. [D2, D3, SP8]</p>	<p>2017 - 2020</p>	<p>VP1, VP2 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>	<p>● Purchase Orders</p>
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