



Maui Waena Intermediate School Academic Plan SY 2024-2025

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Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance](#) document.

Submitted by Principal Jacquelyn McCandless	
	April 1, 2024

Approved by Complex Area Superintendent Desiree Sides	
	4/15/2024



VIABLE QUALITY CURRICULUM

This section highlights the school's comprehensive instructional programs used by each core subject area. *For SY 2024-2025, identifying Science and Social Studies instructional programs in the Academic Plan is optional.*

Please identify the comprehensive instructional program(s) used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.

To add additional information, please insert a new row as needed.

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
Grades 6, 7, 8	Amplify ELA	Carnegie Learning MS Math Solutions	STEMScopes	

SCREENING ASSESSMENTS

This section highlights school-administered universal screeners designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional academic support.

Please utilize the dropdown list to identify the universal screener(s) used for English Language Arts and Mathematics and specify the grade level or course name. If "Other" is selected, please manually identify the universal screener.

To add additional information, please insert a new row and/or duplicate the dropdown list as needed.

Grade Level / Course Name	English Language Arts	Mathematics
Grades 6, 7, 8	iReady ▾	iReady ▾



IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause(s) for those needs and gaps, as identified in one or more of the following:

- ☒ Current Comprehensive Needs Assessment (CNA)
- ☐ Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
Last Full Self-Study: [Insert year], Next Full Self-Study: [Insert year]
- ☐ Other current accreditation self-study

Please identify critical student learning needs and the root/contributing cause(s) why these needs have been prioritized.

"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

To identify additional critical student needs, please insert a new row and duplicate the "Student Need" and "Root/Contributing cause(s)" text as needed. Please number the student need and root/contributing cause(s) for ease of cross-referencing.

1	<p><u>Student Need:</u> Problem-solving in multiple contexts across the content areas</p> <p><u>Root/Contributing cause(s):</u> Panorama SEL surveys show essentially unchanging responses in both Grit and Growth Mindset domains across the 3 years of data. This may be due to a reluctance to make a mistake, instead opting to a more simplistic answer or no answer. Students need to be supported in their learning while simultaneously being challenged with opportunities to engage with rigorous materials.</p>
2	<p><u>Student Need:</u> Vocabulary development, particularly academic vocabulary, across the content areas</p> <p><u>Root/Contributing cause(s):</u> Vocabulary fluency is closely tied to the texts that students encounter across grade levels and content areas. They struggle when encountering unfamiliar vocabulary or unfamiliar contexts. Reading comprehension skills as well as strategies are coupled with a lack of confidence and perseverance.</p>
3	<p><u>Student Need:</u> Communicating reasoning--orally & in writing--in multiple contexts across the content areas</p> <p><u>Root/Contributing cause(s):</u> Students struggle to explain their thinking both orally and in writing. Often they do not cite evidence, provide simplistic answers or hesitate to commit to a stance, not wanting to make a mistake. Fewer than 60% of students provided a positive response when asked "Does your teacher ask you to explain your answers?" as part of the Panorama survey.</p>



In order to address student equity, please list the **targeted subgroup(s)** and their **identified needs**. Enabling activities should address identified subgroup(s) and their needs.

To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.

1	<p><u>Targeted Subgroup:</u> EL students</p> <p><u>Identified Student Need(s):</u> require more opportunities to build skills across all 4 domains in all classes, regardless of content area; persistent achievement gap; even when achievement increases, it does so in proportion to the non-EL achievement gains so that gap remains consistent</p>
2	<p><u>Targeted Subgroup:</u> Special Education Students</p> <p><u>Identified Student Need(s):</u> persistent achievement gap; even when achievement increases, it does so in proportion to the non-EL achievement gains so that gap remains consistent</p>
3	<p><u>Targeted Subgroup:</u> low SES students</p> <p><u>Identified Student Need(s):</u> persistent achievement gap; attendance issues additional challenge</p>



Priority 1 High-Quality Learning For All

★ **GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.**

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.	<i>Universal Screener data shows that the majority of students perform at least 1 grade below grade level</i>	<i>1.1.2.1: continue implementation of rigorous ELA standards-based curriculum, instruction and assessment for all students (CA 1)</i> <i>1.1.2.2: continue Reading Intervention elective using Third Quest for students who meet the criteria (CA 7A) [SW1]</i> <i>1.1.2.3: Continued weekly support for all students to successfully complete i-Ready personalized lesson path to address identified skill gaps [SW1]</i> <i>Accountable Leads: ELA DH; Intervention specialist</i>	<i>ELA SBA: increase % of students scoring proficient by 4 percentage points</i> <i>Universal Screener Diagnostics</i> <i>CFA's</i> <i>Rdg Intervention pre/post data sets</i>	<input checked="" type="checkbox"/> WSF, \$50,000 <input checked="" type="checkbox"/> Title I, \$16,000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



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<p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.</p>	<p><i>Universal Screener data shows that the majority of students perform at least 1 grade below grade level</i></p>	<p><i>1.1.3.1: continue implementation of rigorous MATH standards-based curriculum, instruction and assessment for all students (CA 1)</i></p> <p><i>1.1.3.2: continue targeted summer intervention program to support students who meet the criteria (CA 7) [SW1]</i></p> <p><i>1.1.3.3: Continued weekly support for all students to successfully complete i-Ready personalized lesson path to address identified skill gaps [SW1]</i></p> <p><i>Accountable Leads: Math DH</i></p>	<p><i>Math SBA: increase % of students scoring proficient by 4 percentage points</i></p> <p><i>Universal Screener Diagnostic results</i></p> <p><i>CFAs</i></p>	<p><input checked="" type="checkbox"/> WSF, \$50,000</p> <p><input checked="" type="checkbox"/> Title I, \$16,000</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p>EL Comp Plan</p> <p><i>Required for all schools.</i></p>	<p><i>Persistent achievement gap</i></p>	<p><i>1.1.4.1: continued implementation of research-based, rigorous instructional & assessment strategies that best support student achievement of the General Learner Outcomes (CA 1) [SW6.1]</i></p> <p><i>1.1.4.2: continued implementation of data teams process through content PLCs (CA 5) (CA 2) [SW3]</i></p> <p><i>Accountable Lead: Curriculum Leadership</i></p>	<p><i>Learning walk data</i></p> <p><i>PLC minutes</i></p> <p><i>Data teams data/minutes</i></p>	<p><input checked="" type="checkbox"/> WSF, \$10,000</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"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>



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<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p>	<p><i>Responsive to their developmental needs</i></p>	<p><i>1.1.5.1: Continue to use the first day of school to transition solely grade 6 students without the distraction of grade 7 & 8 students; special schedule & assemblies to build foundational middle school skills & understanding</i></p> <p><i>1.1.5.2: Continue to support grade 8 students learning about HS programs, electives, timelines. [SW 6.3.2]</i></p> <p><i>1.1.5.3: Strengthen MS grade level interdisciplinary teams & vertical houses structure & identities (CA 3) [SW6.2]</i></p> <p><i>Accountable Leads: Grade level counselors; grade level teams</i></p>		<p><input checked="" type="checkbox"/> WSF, \$10,000</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"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>
<p>1.1.6 All students demonstrate proficiency in Science NGSS skills by the end of grade 8</p>	<p><i>Integrates content vocabulary, problem-solving and communicating reasoning</i></p>	<p><i>1.1.6.1: continue implementation of rigorous Science standards-based curriculum, instruction and assessment for all students (CA 1)</i></p> <p><i>Accountable Lead: Science DH</i></p>	<p><i>HSA NGSS: increase % of students scoring proficient by 4 percentage points</i></p> <p><i>PLC created CFAs</i></p> <p><i>PLC minutes</i></p>	<p><input checked="" type="checkbox"/> WSF, \$50,000</p> <p><input checked="" type="checkbox"/> Title I, \$10,000</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>



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<p>1.1.7 All students will demonstrate their understanding of appropriate academic vocabulary</p>	<p>Universal Screener data shows that the majority of students perform at least 1 grade below grade level</p>	<p>1.1.7.1: School-wide use of Word Walls</p> <p>1.1.7.2: PLCs collaborate to identify key vocabulary terms</p> <p>1.1.7.3: In teams, core content teachers collaborate on & select common vocabulary strategies with elective teachers determining how best to support the identified strategy.</p> <p>Accountable Leads: Curriculum Leadership</p>	<p>Universal Screener Diagnostic results</p> <p>Content specific pre/post assessments</p> <p>Learning Walks</p> <p>Team/PLC minutes</p>	<p><input checked="" type="checkbox"/> WSF, \$5,000</p> <p><input checked="" type="checkbox"/> Title I, \$1,000</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:___, \$</p> <p><input type="checkbox"/> Other:___, \$</p>
<p>1.1.8 All EL students will demonstrate proficiency in all 4 language domains</p>	<p>Persistent achievement gap; behind On Track targets</p>	<p>1.1.8.1: continue implementation of rigorous standards-based curriculum, instruction and assessment for all students</p> <p>1.1.8.2: continue implementation of 5 school-wide strategies across all content areas.</p> <p>Accountable Lead: Curriculum Leadership</p>	<p>WIDA ACCESS: increase the % of students scoring Level 5 or higher</p> <p>PLC minutes</p>	<p><input checked="" type="checkbox"/> WSF, \$35,000</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"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:___, \$</p> <p><input type="checkbox"/> Other:___, \$1.</p>



★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment**

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	<i>Increased inconsistency in student attendance</i>	<i>1.2.1.1: Strengthen teaming structure as well as team activities on and off campus (CA 2)</i> <i>1.2.1.2: Strengthen grade level activities on and off campus</i> <i>Accountable Leads: Steering Committee</i>	<i>Team minutes</i> <i>Grade level minutes</i> <i>Student Attendance Records</i>	<input checked="" type="checkbox"/> WSF, \$9,000 <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$



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<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p><i>Cultivating high expectations for all students</i></p>	<p><i>1.2.2.1: continue school-wide expectation for team behavior expectations & consequences to be taught, reinforced and posted in each classroom.</i></p> <p><i>1.2.2.2: continue school-wide routines which reinforce and support consistent expectations for positive student behavior</i></p> <p><i>1.2.2.3: Continue implementation and support of SEL curriculum for all students (e.g. Second Step) (CA 6) [SW 6.3.1]</i></p> <p><i>Accountable Leads: Administration</i></p>	<p><i>Learning walk data points</i></p> <p><i>Team minutes</i></p> <p><i>Student Referral data</i></p> <p><i>SEL survey data</i></p>	<p><input type="checkbox"/> WSF, \$</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"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p>		<p><i>1.2.3.1: Continue Grade 6 Hawaiian Studies Program with Kumu</i></p> <p><i>1.2.3.2: Continue to seek out learning opportunities, on and off campus, to strengthen our sense of belonging, aloha, and Hawai'i for staff and students</i></p> <p><i>Accountable Leads: Curriculum Leadership</i></p>	<p><i>Team minutes</i></p> <p><i>Grade level minutes</i></p> <p><i>Curriculum Leadership minutes</i></p>	<p><input checked="" type="checkbox"/> WSF, \$5,000</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"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>



★ **GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement**

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>		<p><i>1.3.1.1: Continue to offer community opportunities & career exploration through our elective programs (CA 3)</i></p> <p><i>Accountable Leads: CTE/FA DH</i></p>	<p><i>PLC minutes</i></p> <p><i>Student Activity Records</i></p>	<p><input checked="" type="checkbox"/> WSF, \$5,000</p> <p><input checked="" type="checkbox"/> Title I, \$5,000</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>



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<p>K-12 Alignment</p> <p>1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.</p>		<p><i>1.3.2.1: continue implementation of rigorous content standards-based curriculum, instruction and assessment for all students, including support for Data Teams processes (CA 1) (CA 5)</i></p> <p><i>Accountable Leads: Curriculum Leadership</i></p>	<p><i>Learning Walks</i></p> <p><i>Justification Forms</i></p> <p><i>Formative assessment data</i></p>	<p><input checked="" type="checkbox"/> WSF, \$30,000</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"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
<p>1.3.3. All students graduate high school with a personal plan for their future.</p> <p>(if applicable)</p>		<p>DOES NOT APPLY TO MAUI WAENA INTERMEDIATE SCHOOL</p>		<p><input type="checkbox"/> WSF, \$</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"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>



Priority 2

High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
2.1.1 All staff effectively and consistently implement Tier 1 instructional and assessment strategies for all students (best practices)		<p>2.1.1.1 Support staff in implementing best practices in Tier 1 instruction (CA 4) [SW 6.3.4] (e.g. coaching, workshops, conference attendance) (Core instructional model)</p> <p>Accountable Leads: Curriculum Leadership; Steering Committee</p>	<p>Learning walks</p> <p>Data Teams/PLC minutes</p> <p>Team Minutes</p>	<p><input checked="" type="checkbox"/> WSF, \$30,000</p> <p><input checked="" type="checkbox"/> Title I, \$250,000</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p>



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				<input checked="" type="checkbox"/> Other:____, \$
2.2.1 All staff new to Maui Waena Intermediate School will be provided with mentoring & support		<p>2.2.1.1 Continue to support Year 1 teachers mentoring through District Mentoring program</p> <p>2.2.1.2: Invite new staff to New Teacher Orientation</p> <p>2.2.1.3: Support interested school personnel in participating in district mentoring PD</p> <p>2.2.1.4: Provide ongoing support throughout school year to new staff with PD and coaching specific to school-wide initiatives</p> <p>Accountable Leads: Curriculum Leadership</p>	<p>Mentoring logs</p> <p>Orientation sign in records</p> <p>PDE3 or equiv records</p> <p>Coaching logs</p>	<input checked="" type="checkbox"/> WSF, \$1,000 <input checked="" type="checkbox"/> Title I, \$50,000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$
2.3.1 Staff will be provided the opportunity for PD & support in content & to implement/sustain characteristics and attributes of a successful middle school		<p>2.3.1.1 Leadership will clearly communicate to staff the process for participating in PD in support of curriculum, instruction, assessment in their content area</p> <p>2.3.1.2 Leadership will clearly communicate to staff the process for participating in PD in support of implementing and/or sustaining the characteristics and attributes of a successful middle school</p>	<p>PD records</p> <p>Curriculum Leadership minutes</p> <p>Steering minutes</p>	<input checked="" type="checkbox"/> WSF, \$5,000 <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$



Priority 3

Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p> <p><i>Required for all schools.</i></p>		<p><i>3.3.1.1 Coordinate with grade levels and Title I coordinator to combine Open Houses, Title I FE activities and SCC community meeting to minimize impact on family and community schedules</i></p> <p><i>Accountable Lead: Principal</i></p>	<p><i>SCC Minutes</i></p> <p><i>Title I Sign in Records</i></p> <p><i>Parent Feedback data</i></p> <p><i>Grade Level Minutes</i></p> <p><i>Fliers, handouts</i></p>	<p><input type="checkbox"/> WSF, \$</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"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>



★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
3.3.2 Regular family and community engagement activities support learning of all students'		<p><i>3.3.2.1: School staff will invite and host the larger school community on campus throughout the year to support the learning and success of all students.</i></p> <p><i>(e.g. 6th Grade Parent Night; Grade level Open House Nights; M & M Night; EL Parent Night)</i></p> <p><i>Accountable Leads: Steering Committee</i></p>	<p><i>Sign in Records</i></p> <p><i>Parent Feedback data</i></p> <p><i>Grade Level Minutes</i></p> <p><i>Fliers, handouts</i></p>	<p><input checked="" type="checkbox"/> WSF, \$5,000</p> <p><input checked="" type="checkbox"/> Title I, \$2034</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:____, \$</p> <p><input type="checkbox"/> Other:____, \$</p>



★ Other Systems of Support

Desired Outcomes "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.
3.4.1 Regular family and community engagement activities celebrate all students' success		<p>3.4.1.1 School staff will invite and host the larger school community on campus throughout the year to celebrate the learning and success of all students.</p> <p>(e.g. Showcase Nights, Stemmiies, Band Awards Night)</p> <p>Accountable Leads: Steering Committee or admin?</p>	<p>Sign in Records</p> <p>Parent Feedback data</p> <p>Grade Level Minutes</p> <p>Fliers, handouts</p>	<input checked="" type="checkbox"/> WSF, \$1,000 <input checked="" type="checkbox"/> Title I, \$2034 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$
3.5.1 Educational technology will be provided to support all students		<p>3.5.1.1: Students will continue to be provided a chromebook or similar device to ensure equitable access to digital and web-based curriculum, instruction and assessment tools.</p> <p>3.5.1.2: Educational technology will be purchased, maintained, updated and distributed as appropriate to support all students' learning</p>	<p>Tech Inventory tools</p> <p>Procurement records</p>	<input checked="" type="checkbox"/> WSF, \$50,000 <input checked="" type="checkbox"/> Title I, \$125 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$



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		<i>Accountable Lead: Tech Coordinator</i>	<input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$
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APPENDIX: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section 302A-251](#), as well as the current Hawaii State Teachers Association (HSTA) collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases Maui Waena Intermediate School’s current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional <u>hours per year</u> <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1066 (1080-14) [2 waiver days x 7 hours per]
Did your school submit a SCC Waiver Request Form? Please explain.	MWIS submitted a request for TWO (2) days without students--waiving instructional hours per CBA-; 1 per semester.
Bell Schedule: MWIS BELL SCHEDULE	