




Maui Waena Intermediate School


Academic Plan

SY 2025-2026

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- ☐ Non-Title 1 School
 ☒ Title 1 School
 ☐ Kaiapuni School (Self Contained)
 ☐ Kaiapuni School (Shared School Site)

Submitted by Principal Jacquelyn McCandless	
	3/25/2025

Approved by Complex Area Superintendent Lori Yatsushiro	
	4/14/25

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

VIABLE QUALITY CURRICULUM

This section highlights the comprehensive instructional programs and supplementary instructional materials used by each core subject area.

Please utilize the dropdown list to select the **comprehensive instructional program(s)** being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grade 6	'19 Amplify ELA ▾	Carnegie Learning Middle School Ma... ▾	Open Science	Ancient Civilizations
Grade 7	'19 Amplify ELA ▾	Carnegie Learning Middle School Ma... ▾	Open Science	History of the Hawaiian Kingdom
Grade 8	'19 Amplify ELA ▾	Carnegie Learning Middle School Ma... ▾	Open Science	American History

Please list all **supplementary instructional materials** used to enrich or extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grade 6			Explore Learning/Gizmos	
Grade 7			Explore Learning/Gizmos	
Grade 8			Explore Learning/Gizmos	

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain.

☒ Panorama ☐ School-created template ☐ Other:

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered screening, and/or other progress monitoring assessments designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the screening and/or progress monitoring assessments used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
Grade 6	I-Ready ▾	I-Ready ▾
Grade 7	I-Ready ▾	I-Ready ▾
Grade 8	I-Ready ▾	I-Ready ▾

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 for those needs and gaps, as identified in one or more of the following:

- ☒ [Current Comprehensive Needs Assessment \(CNA\)](#)
- ☐ Other current assessment/self-study report:
- ☐ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2025

Year of Next Action: 2028

Year of Next Self-Study:

Type of Last Visit: Full Self-Study -

Type of Next Action: Mid-Cycle Report & Visit -

2031

Please identify critical student learning needs and the root/contributing cause 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?"

Please number the student need and root/contributing cause for ease of cross-referencing.

- 1 **Student Need:** Improve student problem-solving skills in multiple contexts across content areas as Panorama SEL survey data shows little or no improvement in both GRIT and GROWTH MINDSET domains across 3 years of data.

	21-22		22-23		23-24	
	Fall	Spring	Fall	Spring	Fall	Spring
Emotional Regulation	46%	47%	48%	50%	48%	54%
Grit	56%	58%	59%	60%	58%	62%
Growth Mindset	50%	45%	47%	47%	46%	48%
Self-Efficacy	45%	48%	50%	53%	50%	52%
Self-Management	72%	68%	70%	67%	70%	70%
Sense of Belonging	49%	46%	51%	49%	53%	55%
Social Awareness	64%	60%	62%	61%	62%	63%

Root/Contributing Cause:

- 1a. Students demonstrate a reluctance to make a mistake, instead opting to a more simplistic answer or no answer.
- 1b. Students need to be supported in their learning while simultaneously being challenged with opportunities to engage with rigorous materials.
- 1c. Consistent use of common formative assessments across content areas and grade levels to support self-directed student learning and persistence.

2

Student Need: Improve vocabulary development, particularly academic vocabulary, across content areas as the results of the reading universal screener—as well as the SBA ELA results—show the majority of students with below grade level skills. Vocabulary fluency is closely tied to literary and non-fiction informational texts that students encounter across grade levels and content areas.

UNIVERSAL SCREENERS - LANGUAGE ARTS	SCHOOL YEAR					
	2021-22		2022-23		2023-24	
	FALL	SPRING	FALL	SPRING	FALL	SPRING
On or Above Grade Level	24.6%	33.5%	28.5%	36.4%	29.1%	34.7%
One Grade Level Below	20.7%	24.9%	18.4%	18.6%	21.1%	19.1%
Two or More Grade Levels Below	54.5%	41.4%	53.0%	44.9%	49.7%	46.1%
Not Specified						

% PROFICIENT IN LANGUAGE ARTS BY GRADE

SCHOOL	6	7	8	ALL GRADES
2021-22	43.5%	49.8%	51.6%	48.2%
2022-23	51.1%	43.3%	48.8%	47.4%
2023-24	53.1%	47.8%	42.1%	47.4%

Root/Contributing Cause:

2a. Students lack strategies when encountering unfamiliar vocabulary or unfamiliar contexts.

2b. Students lack strategies to persist when encountering new or unfamiliar vocabulary.

2c. Students need support in acquiring and using academic vocabulary in all grade levels and content areas as the material and concepts increase in rigor throughout middle school in preparation for high school courses.

3

Student Need: Improve reading comprehension: understanding and interpreting text, making inferences, and analyzing information as students struggle to comprehend & analyze text, fiction as well as informative, across the content areas.

UNIVERSAL SCREENERS - LANGUAGE ARTS	SCHOOL YEAR					
	2021-22		2022-23		2023-24	
	FALL	SPRING	FALL	SPRING	FALL	SPRING
On or Above Grade Level	24.6%	33.5%	28.5%	36.4%	29.1%	34.7%
One Grade Level Below	20.7%	24.9%	18.4%	18.6%	21.1%	19.1%
Two or More Grade Levels Below	54.5%	41.4%	53.0%	44.9%	49.7%	46.1%
Not Specified						

% PROFICIENT IN LANGUAGE ARTS BY GRADE

SCHOOL	6	7	8	ALL GRADES
2021-22	43.5%	49.8%	51.6%	48.2%
2022-23	51.1%	43.3%	48.8%	47.4%
2023-24	53.1%	47.8%	42.1%	47.4%

% PROFICIENT IN MATH BY GRADE

SCHOOL	6	7	8	ALL GRADES
2021-22	25.0%	31.9%	29.9%	28.8%
2022-23	31.1%	21.1%	27.7%	26.2%
2023-24	26.7%	27.5%	23.5%	25.7%

% PROFICIENT IN SCIENCE BY GRADE

SCHOOL	8	ALL GRADES
2021-22	34.9%	34.9%
2022-23	40.1%	40.1%
2023-24	40.1%	40.1%

Root/Contributing Cause:

- 3a. Varying levels of implementation across grades and content areas for specific reading comprehension strategies
- 3b. Building student schema to facilitate inferencing and interpreting text skills across content areas
- 3c. Building student confidence and persistence when faced with unfamiliar and/or challenging text

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

1 Targeted Subgroup: Special Education students: IDEA students' test results show a persistent achievement gap; even when achievement increases, it does so in proportion to the non-IDEA achievement gains so that gap remains consistent.

SUBGROUP	LANGUAGE ARTS			MATH			SCIENCE		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
All Students	48.2%	47.4%	47.4%	28.8%	26.2%	25.7%	34.9%	40.1%	40.1%
Disadvantaged	36.9%	36.4%	36.8%	18.9%	15.4%	15.9%	29.7%	26.5%	32.9%
Special Education	6.5%	7.2%	5.5%	1.0%	2.0%	1.0%	0.0%	2.9%	10.8%
English Learner + Exits	18.4%	19.2%	18.6%	8.8%	8.3%	3.0%	6.3%	10.7%	15.0%
Male	42.0%	40.4%	39.3%	27.6%	28.3%	24.0%	36.0%	41.6%	40.0%
Female	54.0%	54.4%	55.9%	29.8%	24.2%	27.6%	33.8%	38.7%	40.3%
High Needs	34.1%	33.0%	33.6%	17.0%	14.8%	13.9%	26.1%	24.3%	29.6%
Non-High Needs	68.0%	66.3%	67.1%	45.7%	41.4%	42.7%	46.2%	59.2%	54.7%
Achievement Gap	33.9%	33.3%	33.5%	28.7%	26.6%	28.8%	20.1%	34.9%	25.1%

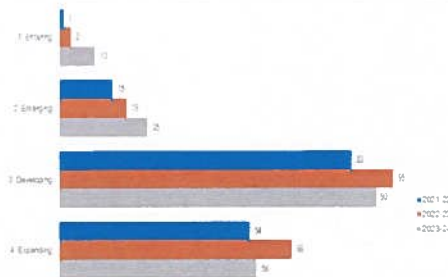
Identified Student Need(s):

- 1a. Improve student proficiency across content areas and grades
- 1b. Implement consistent Tier 1 strategies to support IDEA students across grade levels and content areas
- 1c. Monitor effectiveness of instructional and assessment strategies for IDEA students through PLC data process

2 Targeted Subgroup: EL students: EL students 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;

SUBGROUP	LANGUAGE ARTS			MATH			SCIENCE		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
All Students	48.2%	47.4%	47.4%	28.8%	26.2%	25.7%	34.9%	40.1%	40.1%
Disadvantaged	36.9%	36.4%	36.8%	18.9%	15.4%	15.9%	29.7%	26.5%	32.9%
Special Education	6.5%	7.2%	5.5%	1.0%	2.0%	1.0%	0.0%	2.9%	10.8%
English Learner + Exits	18.4%	19.2%	18.6%	8.8%	8.3%	3.0%	6.3%	10.7%	15.0%
Male	42.0%	40.4%	39.3%	27.6%	28.3%	24.0%	36.0%	41.6%	40.0%
Female	54.0%	54.4%	55.9%	29.8%	24.2%	27.6%	33.8%	38.7%	40.3%
High Needs	34.1%	33.0%	33.6%	17.0%	14.8%	13.9%	26.1%	24.3%	29.6%
Non-High Needs	68.0%	66.3%	67.1%	45.7%	41.4%	42.7%	46.2%	59.2%	54.7%
Achievement Gap	33.9%	33.3%	33.5%	28.7%	26.6%	28.8%	20.1%	34.9%	25.1%

WIDA EL Counts By Status



Identified Student Need(s):

- 2a. Increasing number and percentage of EL students needing additional language support (Level 1 & 2 on WIDA ACCESS)
- 2b. Implement consistent Tier 1 strategies to support EL students across grade levels and content areas
- 2c. Monitor effectiveness of instructional and assessment strategies for EL students through PLC data process

3

Targeted Subgroup: Disadvantaged/low SES students: Low SES students' test results show a persistent achievement gap; attendance issues are an additional challenge

SUBGROUP	LANGUAGE ARTS			MATH			SCIENCE		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
All Students	48.2%	47.4%	47.4%	28.8%	26.2%	25.7%	34.9%	40.1%	40.1%
Disadvantaged	36.8%	36.4%	36.8%	18.9%	15.4%	15.9%	29.7%	26.5%	32.9%
Special Education	6.5%	7.2%	5.5%	1.0%	2.0%	1.0%	0.0%	2.9%	10.8%
English Learner + Exits	18.4%	19.2%	18.6%	8.8%	8.3%	3.0%	6.3%	10.7%	15.0%
Male	42.0%	40.4%	39.3%	27.6%	28.3%	24.0%	36.0%	41.6%	40.0%
Female	54.0%	54.4%	55.9%	29.8%	24.2%	27.6%	33.8%	38.7%	40.3%
High Needs	34.1%	33.0%	33.6%	17.0%	14.8%	13.9%	26.1%	24.3%	29.6%
Non-High Needs	68.0%	66.3%	67.1%	45.7%	41.4%	42.7%	48.2%	59.2%	54.7%
Achievement Gap	33.9%	33.3%	33.5%	28.7%	26.6%	28.8%	20.1%	34.9%	25.1%

Regular Attendance (17 or fewer days absent)

SUBGROUP	SCHOOL YEAR		
	2021-22	2022-23	2023-24
All Students	67.5%	72.8%	75.0%
Disadvantaged	57.1%	65.5%	67.5%
Special Education	49.5%	58.3%	56.1%
English Learner + Exits	64.3%	70.3%	70.4%
Female	70.6%	71.9%	73.8%
Male	64.3%	73.7%	76.1%
High Needs	59.2%	67.7%	68.2%
Non-High Needs	80.0%	79.9%	85.1%

Identified Student Need(s):

3a. Improve student proficiency across content areas and grades

3b. Implement consistent Tier 1 strategies to support disadvantaged students across grade levels and content areas

3c. Monitor effectiveness of instructional and assessment strategies for disadvantaged students through PLC data process



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 Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?" Reference the Identified School Needs section.	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 (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.
<p>1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning.</p> <p>NOT REQUIRED FOR MWIS</p>				<input type="checkbox"/> WSF, \$ <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: __, \$

Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient. REQUIRED	3a	1.1.2 (1): continue implementation of rigorous ELA standards-based curriculum, instruction and assessment for all students 1.1.2 (2): continue Reading Intervention elective using Third Quest for students who meet the criteria [SW1] 1.1.2 (3): Continued weekly support for all students to successfully complete i-Ready personalized lesson path to address identified skill gaps [SW1] Accountable Leads: ELA DH; Intervention specialist	ELA SBA: increase % of students scoring proficient by 4 percentage points Universal Screener Diagnostics CFAs Rdg Intervention pre/post data sets	<input checked="" type="checkbox"/> WSF, \$17,500 <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: __, \$
Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient. REQUIRED	1a	1.1.3 (1): continue implementation of rigorous MATH standards-based curriculum, instruction and assessment for all students 1.1.3 (2): continue targeted summer intervention program to support students who meet the criteria [SW1] 1.1.3 (3): Continued weekly support for all students to successfully complete i-Ready personalized lesson path to address identified skill gaps [SW1] Accountable Leads: Math DH	Math SBA: increase % of students scoring proficient by 4 percentage points Universal Screener Diagnostic results CFAs	<input checked="" type="checkbox"/> WSF, \$123,000 <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: __, \$

<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p>REQUIRED</p>	<p>2a</p>	<p>1.1.4 (1): continued implementation of research-based, rigorous instructional & assessment strategies that best support student achievement of the General Learner Outcomes [SW6.1]</p> <p>1.1.4 (2): continued implementation of data teams process through content PLCs [SW3]</p> <p>1.1.4 (3): Develop tools and strategies to provide tiered interventions beyond i-Ready and Reading Intervention class (WASC IA)</p> <p>1.1.4 (4): Teachers & support staff provide consistent and targeted differentiated instruction to focus on equity and inclusion for marginalized student groups (WASC #4)</p> <p>Accountable Lead: Curriculum Leadership</p>	<p>Learning walk data</p> <p>PLC minutes</p> <p>Data teams data/minutes</p> <p>Team minutes</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>REQUIRED</p>	<p>3b</p>	<p>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</p> <p>1.1.5 (2): Continue to support grade 8 students learning about HS programs, electives, timelines. [SW 6.3.2]</p> <p>1.1.5 (3): Plan & implement parent and family workshops to support & enhance student and family transitions to middle school (Self Study H)</p> <p>1.1.5 (4): Admin, CCs and counselors improve articulation with elementary feeder schools transitioning to middle school (WASC #7)</p> <p>1.1.5 (5): Counselors will support Grade 5 (rising 6th graders) field trips to MWIS in Quarter 4 as part of transition into middle school.</p> <p>1.1.5(6): Continue support for summer credit recovery program</p> <p>1.1.5 (7): continue support for Summer Bridge program for rising Grade 6 students</p> <p>Accountable Leads: Grade level counselors; grade level teams</p>	<p>Student feedback data</p> <p>Staff feedback data</p> <p>Family & community feedback data</p> <p>Credit recovery program data</p>	<p><input checked="" type="checkbox"/> WSF, \$22,000</p> <p><input checked="" type="checkbox"/> Title I, \$250 (935)</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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1.1.6 All students demonstrate proficiency in Science NGSS skills by the end of grade 8	1b	1.1.6 (1): continue implementation of rigorous Science standards-based curriculum, instruction and assessment for all students <i>Accountable Lead: Science DH</i>	HSA NGSS: increase % of students scoring proficient by 4 percentage points PLC created CFAs PLC minutes	<input checked="" type="checkbox"/> WSF, \$70,000 <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:__, \$
1.1.7 All students will demonstrate their understanding of appropriate academic vocabulary	2b	1.1.7 (1): School-wide use of Word Walls 1.1.7(2): PLCs collaborate to identify key vocabulary terms 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. <i>Accountable Leads: Curriculum Leadership</i>	Universal Screener Diagnostic results Content specific pre/post assessments Learning Walks Team/PLC minutes	<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:__, \$

<p>1.1.8 All EL students will demonstrate proficiency in all 4 language domains</p> <p><u>MWIS EL COMP PLAN</u></p>	3c	<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>1.1.8 (3): Continue support for ELO (summer program)</p> <p>1.1.8 (4): Continue support for afterschool EL tutoring</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>WIDA ACCESS scores</p> <p>EL Tutoring records</p> <p>ELO records</p>	<p><input checked="" type="checkbox"/> WSF, \$16,000</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input checked="" type="checkbox"/> Title III, \$32,000</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>1.1.9: All students are engaged effectively through varied instructional strategies and a focus on student voice</p>	1b; 3a	<p>1.1.9 (1): provide support for use of effective strategies, multiple assessment methods and analysis of student performance data (Self Study D)</p> <p>1.1.9 (2): develop and implement a school-wide system for data analysis, instructional planning, implementation and evaluation for PLCs. (WASC #1)</p> <p>Accountable Leads: Curriculum Leadership</p>	<p>PLC minutes</p> <p>Team minutes</p> <p>Curriculum Leadership Minutes</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 1.2 All students learn in a safe, nurturing, and culturally responsive environment.				
Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?" Reference the Identified School Needs section.	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 (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.
1.2.1. All students desire to and attend school regularly. REQUIRED	1a	1.2.1 (1): Strengthen teaming structure as well as team activities on and off campus 1.2.1 (2): Strengthen grade level activities on and off campus Accountable Leads: Steering Committee	Team minutes Grade level minutes Student Attendance Records	<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: __, \$

<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p>REQUIRED</p>	1a	<p>1.2.2 (1): continue school-wide expectation for team behavior expectations & consequences to be taught, reinforced and posted in each classroom.</p> <p>1.2.2 (2): continue school-wide routines which reinforce and support consistent expectations for positive student behavior</p> <p>1.2.2 (3): Continue implementation and support of SEL curriculum for all students (e.g. Second Step) [SW 6.3.1]</p> <p>1.2.2 (4): Identify at-risk students & provide tiered behavioral interventions (WASC IB) [SW 6.3.3]</p> <p>1.2.2 (5): Address identified SEL needs via Panorama data and provide targeted interventions through Second Step & other curriculum (WASC IC)</p> <p>Accountable Leads: Administration; Counselors</p>	<p>Learning walk data points</p> <p>Team minutes</p> <p>Student Referral data</p> <p>SEL survey data</p>	<p><input checked="" type="checkbox"/> WSF, \$6,000</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>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p>REQUIRED</p>	3b	<p>1.2.3 (1): Continue Grade 6 Hawaiian Studies Program with Kupuna</p> <p>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</p> <p>Accountable Leads: Curriculum Leadership</p>	<p>Team minutes</p> <p>Grade level minutes</p> <p>Curriculum Leadership minutes</p>	<p><input checked="" type="checkbox"/> WSF, \$15,000</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>1.2.4: Students will experience an education aligned with the essential attributes and characteristics of successful middle schools</p> <p>(State Superintendent Action Item 1.1.5.1)</p>	<p>3b</p>	<p>1.2.4 (1): Staff will be provided PD opportunity & support to implement & sustain the characteristics & attributes of a successful middle school</p> <p>1.2.4 (2): Staff will be supported in collaboration and PD that supports a safe, nurturing and culturally responsive learning environment (Self Study B)</p> <p>1.2.4 (3): Leadership will clearly communicate to staff the process for participating in PD that supports the essential attributes and characteristics of successful middle schools</p> <p>1.2.4 (4): Leadership and administration will support and maintain weekly PLC and team meetings as a cornerstone of collaborative practices (Self Study B)</p> <p>1.2.4 (5): Administration and CCs will support teachers with interdisciplinary integration of new curriculum to enhance student learning (WASC #3)</p> <p>1.2.4 (6): Strengthen MS grade level interdisciplinary teams & vertical houses structure & identities [SW6.2]</p> <p>Accountable Leads: Curriculum Leadership Committee</p>	<p>Curriculum Leadership Minutes</p> <p>MWIS PD records</p> <p>Team minutes</p> <p>Grade level minutes</p> <p>PLC minutes</p>	<p><input checked="" type="checkbox"/> WSF, \$80,000</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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★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</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>Estimate the additional amount needed to execute the enabling activity.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. REQUIRED	2c	1.3.1 (1): Continue to offer community opportunities & career exploration through our elective programs Accountable Leads: CTE/FA DH	PLC minutes Student Activity Records	<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: __, \$

K-12 Alignment 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. REQUIRED	2c	1.3.2 (1): continue implementation of rigorous content standards-based curriculum, instruction and assessment for all students, including support for Data Teams processes 1.3.2 (2): CCs will provide support to teachers to expose students to real world experiences to apply to their learning. (WASC #2) Accountable Leads: Curriculum Leadership	Learning Walks Justification Forms Formative assessment data	<input checked="" type="checkbox"/> WSF, \$10,000 <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: __, \$
1.3.3. All students graduate high school with a personal plan for their future. NOT REQUIRED FOR MWIS				<input type="checkbox"/> WSF, \$ <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: __, \$

1.3.4: GLOs will be a school-wide focus implemented for all students	1a	<p>1.3.4 (1) Curriculum Leadership will implement a school-wide system for integrating and evaluating GLO attainment (WASC #5)</p> <p>1.3.4 (2): Leadership, PBIS and teams will collaborate on planning and implementing GLO specific rewards and/or recognitions. (Self Study J)</p> <p>Accountable Leads: Curriculum Leadership</p>	<p>Student Feedback</p> <p>Staff Feedback</p> <p>Family & Community Feedback</p>	<p><input checked="" type="checkbox"/> WSF, \$5,000</p> <p><input checked="" type="checkbox"/> Title I, \$250 (925)</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>
1.3.5: All students will be supported in access to in-school and after-school experiences related to future career and educational options	2c	<p>1.3.5 (1) All staff will provide support for registration and enrollment in these opportunities (Self Study C)</p> <p>Accountable Leads: Steering Committee</p>	<p>Team minutes</p> <p>PLC minutes</p> <p>Grade level minutes</p> <p>Steering Minutes</p>	<p><input checked="" type="checkbox"/> WSF, \$1,000</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>

1.3.6: All students will have opportunities to participate in electives and after school programs	3c	<p>1.3.6 (1): Staff will support student needs based assessment of student interest in elective course offerings (Self Study F)</p> <p>1.3.6 (2): Staff will support student needs based assessment of student interest in afterschool clubs, sports, and activities (Self Study F)</p> <p>Accountable leads: Steering Committee</p>	<p>Student feedback</p> <p>UPLINK records</p> <p>REACH records</p>	<p><input checked="" type="checkbox"/> WSF, \$1,000</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 checked="" type="checkbox"/> Grant: UPLINK \$138,000</p> <p><input checked="" type="checkbox"/> Other: REACH \$12,000</p>
1.3.7: All students will have access to career and educational options through electives and community outreach opportunities tied to rigorous standards-based curriculum	3c	<p>1.3.7 (1): All staff will work towards embedding career exploration opportunities within their content areas. (Self Study I)</p> <p>Accountable leads: Curriculum Leadership</p>	<p>Curriculum Leadership minutes</p> <p>PLC minutes</p> <p>Team minutes</p> <p>Grade level minutes</p>	<p><input checked="" type="checkbox"/> WSF, \$1,000</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>



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 Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</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>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)	1c	<p>2.1.1 (1) Support staff in implementing best practices in Tier 1 instruction [SW 6.3.4]</p> <p>2.1.1 (2) Leadership will support all staff through learning walks</p> <p>Accountable Leads: Curriculum Leadership</p>	<p>Learning walk data</p> <p>PLC minutes</p> <p>Team Minutes</p> <p>MWIS PD records</p>	<p><input checked="" type="checkbox"/> WSF, \$40,000</p> <p><input checked="" type="checkbox"/> Title I, \$200,000 (902)</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>
2.2.1 All staff new to Maui Waena	1b	2.2.1 (1) Continue to support Year 1 teachers mentoring through District Mentoring program	Mentoring logs	<input checked="" type="checkbox"/> WSF, \$1,000

Intermediate School will be provided with mentoring & support		<p>2.2.1 (2): CCs will host new to MWIS staff with New Teacher Orientation; support attendance with stipend</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>Orientation sign in records MWIS PD records</p> <p>Coaching logs</p>	<p><input checked="" type="checkbox"/> Title I, \$35,000 (902)</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>
2.3.1: Staff will be provided with SEL opportunities to support retention and effectiveness	3c	<p>2.3.1 (1): Support and expand staff SEL opportunities and initiatives by regularly gathering [and analyzing] feedback (Self Study A)</p> <p>2.3.1 (2): Support staff SEL through opportunities to show and celebrate school, house, team and grade level cohesion and team building</p> <p>Accountable Leads: Curriculum Leadership</p>	<p>Staff feedback</p> <p>Curriculum leadership minutes</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>



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 Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</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>Estimate the additional amount needed to execute the enabling activity.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. REQUIRED	2c	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 Accountable Lead: Principal	SCC Minutes Title I Sign in Records Parent Feedback data Grade Level Minutes Fliers, handouts	<input checked="" type="checkbox"/> WSF, \$1,000 <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: __, \$

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</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>Estimate the additional amount needed to execute the enabling activity.</i>
3.3.2: Staff will communicate with family and community through a variety of tools	2c	3.3.2 (1) Leadership will support use of existing platforms while exploring new technologies (Self Study E) Accountable Leads: Steering Committee	Talking Points records Steering Minutes Title I records Staff feedback Community feedback	<input checked="" type="checkbox"/> WSF, \$1365 <input checked="" type="checkbox"/> Title I, \$1235 (935) <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: __, \$
3.3.3 Regular family and community engagement activities support learning of all students	3c	3.3.3 (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. 3.3.3 (2) Leadership will provide regular and continuous opportunities for family involvement to further strengthen parent engagement and support (WASC #6)	Sign in Records Parent Feedback data Grade Level Minutes Fliers, handouts	<input checked="" type="checkbox"/> WSF, \$5,000 <input checked="" type="checkbox"/> Title I, \$367 (935) <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, \$

		Accountable Leads: Steering Committee		<input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
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★ Other Systems of Support				
Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?" Reference the Identified School Needs section.	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?" Estimate the additional amount needed to execute the enabling activity.
3.4.1 Regular family and community engagement activities celebrate all students' success	3c	<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>3.4.1(2) Staff will identify and support increased opportunities for student led events that involve and engage families and the communities (Self Study G)</p> <p>3.4.1(3) Staff will plan for and support community celebrations across houses, grades, teams. (Self Study K)</p> <p>Accountable Leads: Steering Committee</p>	<p>Sign in Records</p> <p>Parent Feedback data</p> <p>Grade Level Minutes</p> <p>Fliers, handout</p>	<p><input checked="" type="checkbox"/> WSF, \$1,000</p> <p><input checked="" type="checkbox"/> Title I, \$368 (935)</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>
3.5.1 Educational technology will be provided to support all students	3b	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>Tech Inventory</p> <p>Procurement records</p>	<p><input checked="" type="checkbox"/> WSF, \$50,000</p> <p><input checked="" type="checkbox"/> Title I, \$638 (902)</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>3.5.1(2): Educational technology will be purchased, maintained, updated and distributed as appropriate to support all students' learning</p> <p>Accountable Leads: Tech coordinator</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>
3.6.1: Leadership will monitor school-wide programs		<p>3.6.1 (1): Steering will create a system to measure the impact and effectiveness of school-wide programs and initiatives to be monitored regularly (WASC II)</p> <p>3.6.1 (2) School leadership will implement comprehensive multi-tiered system of supports to address academic, social-emotional and behavioral needs of all students (WASC I) (WASC 1A: 1B: 1.2.2(4); 1C: 1.2.2(5))</p> <p>Accountable Leads: Steering Committee</p>	<p>Peer Review records</p> <p>Steering minutes</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>

APPENDIX A: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association 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 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 hours per year (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	1125
Did your school submit a SCC Waiver Request Form? Please explain.	MWIS requested a waiver for 5 days (30 instructional hours) for SY25-26
Bell Schedule: MWIS Bell Schedule	