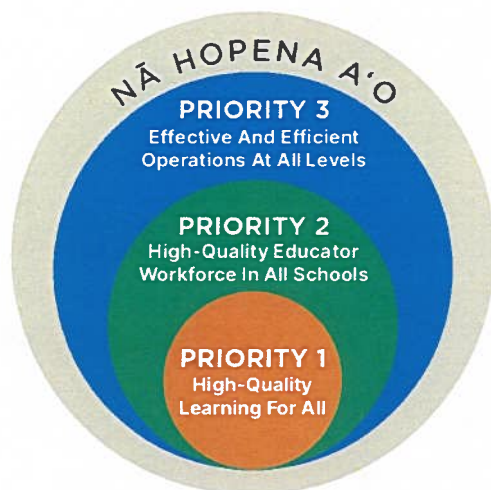




Maui Waena Intermediate School

Academic Plan

SY 2026-2027

795 Onehee Avenue
Kahului, HI 96732
808-727-4200
mauiwaena.com

- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Jacquelyn McCandless		Approved by Complex Area Superintendent Insert name of CAS	
	Date 3/31/26		4/7/26

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

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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 Math Solution	Open Sci Ed	<u>Discovering Our Past</u> ; teacher made materials
Grade 7	'19 Amplify ELA	Carnegie Learning Middle School Math Solution	Open Sci Ed	<u>History of the Hawaiian Kingdom</u> ; teacher made materials
Grade 8	'19 Amplify ELA	Carnegie Learning Middle School Math Solution	Open Sci Ed	Teacher made materials

Please list all **supplementary instructional materials** used to 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
Intervention	Third Quest	Math Learning Center Bridges Intervention		

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

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:
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IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

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 CNA**
- Other current assessment/self-study report:
- Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2025

Type of Last Visit: Full Self-Study

Year of Next Action: 2028

Type of Next Action: Mid-Cycle Report & Visit

Year of Next

Self-Study:

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:** Critical Thinking: skills & application to problems, new contexts as Panorama SEL survey data shows a decline in students Self-Efficacy rating. Additionally, despite improvements in the overall proficiency rates in ELA, Math & Science test data, less than 50% of students showed grade level or above proficiency in Math & Science.

	LANGUAGE ARTS			MATH			SCIENCE		
SUBGROUP	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
All Students	47.4%	47.4%	52.1%	26.2%	25.7%	33.7%	40.1%	40.1%	42.3%

	24-25		23-24		22-23	
	Fall	Winter	Fall	Spring	Fall	Spring
Self-Management	71%	71%	70%	70%	70%	67%

Sense of Belonging	55%	54%	53%	55%	51%	50%
Social Awareness	58%	57%	62%	63%	62%	61%
Self-Efficacy	46%	48%	50%	52%	50%	53%
Grit/Perseverance	removed from survey		58%	62%	59%	60%
Growth Mindset	49%	52%	46%	46%	47%	47%
Emotional Regulation	46%	48%	48%	54%	48%	50%

Root/Contributing Cause:

1a. Students need consistent school-wide practice to explain their reasoning

1b. Students need support with consistent school-wide strategies to show their thinking

1c. Students need opportunities to apply thinking & reasoning in a variety of contexts across contents & grade levels.

2

Student Need: Writing: argumentative & claim/evidence-based reasoning is a cross-cutting skill required in ELA, Math, Science & Social Studies in particular. Although the overall percentage of students demonstrating proficiency on SBA ELA & Math as well as HSA Science increased in Spring 2025 compared to all prior years since Spring 2019, those proficiency rates show the majority or near majority of students as not proficient.

	LANGUAGE ARTS			MATH			SCIENCE		
SUBGROUP	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
All Students	47.4%	47.4%	52.1%	26.2%	25.7%	33.7%	40.1%	40.1%	42.3%

Root/Contributing Cause:

2a. Students would benefit from consistent school-wide language for writing expectations rather than each discipline having its own (e.g. CER, TECC, RACE)

2b. Students need opportunities to build their writing stamina throughout their schedule and over time through both vertical and horizontal alignment of opportunities and expectations.

2c. Students need time and opportunity to revise, reflect and assess both their own writing as well as their peers in all content areas.

3

Student Need: Reading Comprehension, understanding & interpreting text, inferring & analyzing information, is an ongoing need that is reflected in both the standardized test data for ELA, Math and Science but also the Universal Screening data for

the 3 years reflected in the table. Barely more than 1/3 of the students screened at/above grade level in i-Ready in Spring 2025, even though 52% scored proficient on the SBA ELA test.

	LANGUAGE ARTS			MATH			SCIENCE		
SUBGROUP	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
All Students	47.4%	47.4%	52.1%	26.2%	25.7%	33.7%	40.1%	40.1%	42.3%

UNIVERSAL SCREENERS - ELA	SCHOOL YEAR					
PROFICIENCY LEVEL	2022-23		2023-24		2024-25	
	FALL	SPRING	FALL	SPRING	FALL	SPRING
On or Above Grade Level	28.5%	36.4%	29.1%	34.7%	27.9%	36.9%
One Grade Level Below	18.4%	18.6%	21.1%	19.1%	21.2%	19.7%
Two or More Grade Levels Below	53.0%	44.9%	49.7%	46.1%	50.8%	43.2%
Not Specified						

Root/Contributing Cause:

- 3a. Students would benefit from school-wide consistent reading strategies (e.g. AVID Marking the Text)
- 3b. Students need supported opportunities to improve reading fluency skills across content areas and grade levels.
- 3c. Students would benefit from vertical and horizontal alignment and spiraling of explicit strategies for learning & using academic vocabulary.

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:** IDEA students: 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.

	LANGUAGE ARTS			MATH			SCIENCE		
SUBGROUP	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
All Students	47.4%	47.4%	52.1%	26.2%	25.7%	33.7%	40.1%	40.1%	42.3%
Disadvantaged	36.4%	36.8%	42.0%	15.4%	15.9%	24.1%	26.5%	32.9%	31.5%
Special Education	7.2%	5.5%	5.7%	2.0%	1.0%	2.2%	2.9%	10.8%	6.4%
English Learner + Exits	19.2%	18.6%	26.3%	8.3%	3.0%	12.9%	10.7%	15.0%	7.4%
High Needs	33.0%	33.6%	38.9%	14.8%	13.9%	21.4%	24.3%	29.6%	26.6%
Non-High Needs	66.3%	67.1%	71.1%	41.4%	42.7%	51.6%	59.2%	54.7%	65.8%
Achievement Gap	33.3%	33.5%	32.2%	26.6%	28.8%	30.2%	34.9%	25.1%	39.2%

Identified Student Need(s):

1A. Improve student proficiency across content areas and grades

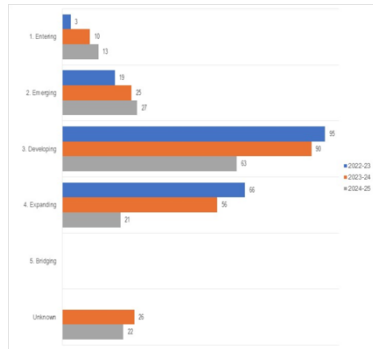
1B. Implement consistent Tier 1 strategies to support IDEA students across grade levels and content areas

1C. Monitor effectiveness of instructional and assessment strategies for IDEA students through PLC data process

- 2** **Targeted Subgroup:** Multilingual students: ML 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-ML achievement gains so that gap remains. In addition, despite the increase in students exiting from the EL program, the majority of students score as Developing on the WIDA ACCESS.

	LANGUAGE ARTS			MATH			SCIENCE		
SUBGROUP	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
All Students	47.4%	47.4%	52.1%	26.2%	25.7%	33.7%	40.1%	40.1%	42.3%
Disadvantaged	36.4%	36.8%	42.0%	15.4%	15.9%	24.1%	26.5%	32.9%	31.5%
Special Education	7.2%	5.5%	5.7%	2.0%	1.0%	2.2%	2.9%	10.8%	6.4%
English Learner + Exits	19.2%	18.6%	26.3%	8.3%	3.0%	12.9%	10.7%	15.0%	7.4%
High Needs	33.0%	33.6%	38.9%	14.8%	13.9%	21.4%	24.3%	29.6%	26.6%
Non-High Needs	66.3%	67.1%	71.1%	41.4%	42.7%	51.6%	59.2%	54.7%	65.8%

Achievement Gap	33.3%	33.5%	32.2%	26.6%	28.8%	30.2%	34.9%	25.1%	39.2%
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Identified Student Need(s):

2A. Students identified as “newcomers” based on the results of the screener will continue to be supported in an ELA-J section.
 2B. Students need strong Tier 1 instruction across content areas and grade levels.
 2C. Students would benefit from the PLCs’ focused and intentional data teams processes to monitor the efficacy of classroom curriculum, instruction and assessment.

3

Targeted Subgroup: Native Hawaiian, Pacific Island & Hispanic students: Spring 2025 shows a persistent proficiency gap in ELA, Math & Science compared to the proficiency rates of the whole school as measured by SBA ELA and Math, HSA Science. These 3 groups of students are among the top 5 largest groups of ethnicities in the student population. In addition, both Native Hawaiian and Pacific Island students have lower attendance rates than the overall school population.

	LANGUAGE ARTS			MATH			SCIENCE		
ESSA RACE/ETHNICITY	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
All Students	47.1%	47.0%	51.8%	26.4%	25.6%	33.8%	40.1%	39.9%	41.6%
Asian (Excluding Filipino)	63.1%	64.4%	71.4%	39.4%	35.5%	52.5%	62.9%	57.6%	52.1%
Filipino	54.0%	53.5%	60.2%	32.0%	30.4%	39.5%	50.6%	45.6%	50.3%
Pacific Islander	22.2%	20.4%	23.6%	8.0%	7.8%	12.5%	5.0%	11.3%	20.5%
Native Hawaiian	35.8%	34.3%	33.8%	13.4%	14.5%	18.6%	28.8%	24.4%	21.4%
Hispanic	17.6%	47.0%	46.6%	17.6%	29.4%	33.3%	0.0%	42.8%	0.0%
Black*	44.4%	22.2%	33.3%	22.2%	0.0%	16.6%	100.0%	50.0%	20.0%
White	52.0%	50.4%	51.8%	31.0%	29.7%	35.7%	35.4%	53.3%	46.6%
* Black student count	10			10			6		

Regular Attendance Rates	SCHOOL YEAR		
SUBGROUP	2022-23	2023-24	2024-25
All Students	72.8%	75.0%	78.4%
High Needs	67.7%	68.2%	71.7%
Non-High Needs	79.9%	85.1%	88.6%
Asian (Excluding Filipino)	82.8%	86.8%	82.2%
Filipino	83.7%	83.2%	87.4%
Pacific Islander	52.2%	53.9%	60.1%
Native Hawaiian	53.2%	56.2%	55.0%
Black	90.0%	77.7%	83.3%
White	70.1%	78.9%	81.0%
Hispanic	29.4%	58.8%	80.0%

Identified Student Need(s):

3A. Students would benefit from consistent & strengthened Tier I strategies across content areas & grade levels.

3B. Students would benefit from differentiated targeted instruction and assessment strategies (WASC 4).

3C. Students would benefit from the PLCs' focused and intentional data teams processes to monitor the efficacy of classroom curriculum, instruction and assessment.

Crosswalk Codes

2025 Self Study A-J	2025 Self Study: School-wide Areas of Strength
WASC 1-9	Visiting Committee report (2025) School-wide Growth Areas for Continuous Improvement
SW 1-6	ESSA requirements for Title I Schools
MLSP 1-8	HIDOE Middle Level School Profile Essential Elements



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 <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>Estimate the additional amount needed for enabling activities.</i>
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.		This goal does NOT apply to MWIS		WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ 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.	3a; 3b	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	WSF, \$ Title I, \$16,500 Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$
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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.	1a; 1b; 1c	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] 1.1.3.4: Implement math RTI elective to support identified students with below grade level skills (WASC 8A) Accountable Leads: Math DH	Math SBA: increase % of students scoring proficient by 4 percentage points Universal Screener Diagnostic results CFAs	WSF, \$ Title I, \$16500 Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	1C; 2C; 3B; 3C	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] 1.1.4.2: continued implementation of data teams process through content PLCs [SW3] 1.1.4.3: Develop tools and strategies to provide tiered interventions beyond i-Ready and Reading Intervention class (WASC 8A) 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) <i>Accountable Lead: Curriculum Leadership</i>	Learning walk data PLC minutes Data teams data/minutes Team minutes	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$
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1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</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 1.1.5.2: Continue to support grade 8 students learning about HS programs, electives, timelines. [SW 6.3.2] 1.1.5.3: Plan & implement parent and family workshops to support & enhance student and family transitions to middle school (2025 Self Study H) 1.1.5.4: Admin, CCs and counselors improve articulation with elementary feeder schools transitioning to middle school (WASC #7) 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. 1.1.5.6: Continue support for summer credit recovery program 1.1.5.7: continue support for Summer Bridge program for rising Grade 6 students <i>Accountable Leads: Grade level counselors; grade level teams</i>	Student feedback data Staff feedback data Family & community feedback data Credit recovery program data	WSF, \$ Title I, \$250 Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$
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1.1.6 All students demonstrate proficiency in Science NGSS skills by the end of grade 8	1a; 1b; 1c	1.1.6.1: continue implementation of rigorous Science standards-based curriculum, instruction and assessment for all students Accountable Lead: Science DH	HSA NGSS: increase % of students scoring proficient by 4 percentage points PLC created CFAs PLC minutes	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$
1.1.7 All students will demonstrate their understanding of appropriate academic vocabulary	3c	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. Accountable Leads: Curriculum Leadership	Universal Screener Diagnostic results Content specific pre/post assessments Learning Walks Team/PLC minutes	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$

1.1.8 All EL students will demonstrate proficiency in all 4 language domains <u>MWIS EL COMP PLAN</u>	2A; 2B; 2C	1.1.8.1: continue implementation of rigorous standards-based curriculum, instruction and assessment for all students 1.1.8.2: continue implementation of 5 school-wide strategies across all content areas. 1.1.8.3: Continue support for ELO (summer program) 1.1.8.4: Continue support for afterschool EL tutoring <i>Accountable Lead: Curriculum Leadership</i>	WIDA ACCESS: increase the % of students scoring Level 5 or higher PLC minutes WIDA ACCESS scores EL Tutoring records ELO records	WSF, \$ Title I, \$250 Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$
1.1.9: All students are engaged effectively through varied instructional strategies and a focus on student voice	3A; 3B; 3C	1.1.9.1: provide support for use of effective strategies, multiple assessment methods and analysis of student performance data (2025 Self Study D) 1.1.9.2: develop and implement a school-wide system for data analysis, instructional planning, implementation and evaluation for PLCs. (WASC #1) <i>Accountable Leads: Curriculum Leadership</i>	PLC minutes Team minutes Curriculum Leadership Minutes	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$

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

Desired Outcome <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>Estimate the additional amount needed for enabling activities.</i>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>		1.2.1.1: Strengthen teaming structure as well as team activities on and off campus (MLSP #2) 1.2.1.2: Strengthen grade level activities on and off campus (MLSP #3)	Team minutes Grade level minutes Student Attendance Records	WSF, \$ Title I, \$550 Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$

1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>		1.2.2.1: continue school-wide expectation for team behavior expectations & consequences to be taught, reinforced and posted in each classroom. 1.2.2.2: continue school-wide routines which reinforce and support consistent expectations for positive student behavior 1.2.2.3: Continue implementation and support of SEL curriculum for all students (e.g. Second Step) [SW 6.3.1] (MLSP #6) 1.2.2.4: Identify at-risk students & provide tiered behavioral interventions (WASC 8B) [SW 6.3.3] (MLSP#6) 1.2.2.5: Address identified SEL needs via Panorama data and provide targeted interventions through Second Step & other curriculum (WASC 8C) (MLSP #6) <i>Accountable Leads: Administration; Counselors</i>	Learning walk data points Team minutes Student Referral data SEL survey data	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$
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1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	3A; 3B; 3C	1.2.3.1: Continue Grade 6 Hawaiian Studies Program with Kupuna 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>Accountable Leads: Curriculum Leadership</i>	Team minutes Grade level minutes Curriculum Leadership minutes	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$
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1.2.4: Students will experience an education aligned with the essential attributes and characteristics of successful middle Schools (State Superintendent Action Item 1.1.5.1)	1A; 3A	1.2.4.1: Staff will be provided PD opportunity & support to implement & sustain the characteristics & attributes of a successful middle school (MLSP #1) 1.2.4.2: Staff will be supported in collaboration and PD that supports a safe, nurturing and culturally responsive learning environment (2025 Self Study B) (MLSP #7) 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 (MLSP #1; #7) 1.2.4.4: Leadership and administration will support and maintain weekly PLC and team meetings as a cornerstone of collaborative practices (2025 Self Study B) (MLSP #4) 1.2.4.5: Administration and CCs will support teachers with interdisciplinary integration of new curriculum to enhance student learning (WASC #3) (MLSP #3) 1.2.4.6: Strengthen MS grade level interdisciplinary teams & vertical houses structure & identities [SW6.2] (MLSP #2) Accountable Leads: Curriculum Leadership Committee	Curriculum Leadership Minutes MWIS PD records Team minutes Grade level minutes PLC minutes	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$
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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>	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 for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>		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	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ 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.	1C; 2C; 3C	1.3.2.1: continue implementation of rigorous content standards-based curriculum, instruction and assessment for all students, including support for Data Teams processes (MLSP #3) 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	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$
1.3.3. All students graduate high school with a personal plan for their future.		This goal does NOT apply to MWIS		WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$

1.3.4: GLOs will be a school-wide focus implemented for all students		1.3.4.1: Curriculum Leadership will implement a school-wide system for integrating and evaluating GLO attainment (WASC #5) 1.3.4.2: Leadership, PBIS and teams will collaborate on planning and implementing GLO specific rewards and/or recognitions. (2025 Self Study J) Accountable Leads: Curriculum Leadership	Student Feedback Staff Feedback Family & Community Feedback	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$
1.3.5: All students will be supported in access to in-school and after-school experiences related to future career and educational options		1.3.5.1: All staff will provide support for registration and enrollment in these opportunities (2025 Self Study C) Accountable Leads: Steering Committee	Team minutes PLC minutes Grade level minutes Steering Minutes	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$

1.3.6: All students will have opportunities to participate in electives and after school programs		1.3.6.1: Staff will support student needs-based assessment of student interest in elective course offerings (2025 Self Study F) 1.3.6.2: Staff will support student needs-based assessment of student interest in afterschool clubs, sports, and activities (2025 Self Study F) <i>Accountable leads: Steering Committee</i>	Student feedback UPLINK records REACH records	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$
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		1.3.7.1: All staff will work towards embedding career exploration opportunities within their content areas. (2025 Self Study I) <i>Accountable leads: Curriculum Leadership</i>	Curriculum Leadership minutes PLC minutes Team minutes Grade level minutes	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$



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>	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 for enabling activities.</i>
2.1.1 All staff effectively and consistently implement Tier 1 instructional and assessment strategies for all students (best practices)	1A; 2A; 3A	2.1.1.1: Support staff in implementing best practices in Tier 1 instruction [SW 6.3.4] (MLSP #1; #7) 2.1.1.2: Leadership will support all staff through learning walks (MLSP #5) Accountable Leads: Curriculum Leadership	Learning walk data PLC minutes Team Minutes MWIS PD records	WSF, \$ Title I, \$192,000 Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$
2.2.1 All staff new to Maui Waena Intermediate School will be provided with mentoring &		2.2.1.1: Continue to support Year 1 teachers mentoring through District Mentoring program 2.2.1.2: CCs will host new to MWIS staff with New Teacher Orientation; support attendance with stipend	Mentoring logs Orientation sign in records MWIS PD records Coaching logs	WSF, \$ Title I, \$48,000 Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

support		2.2.1.3: Support interested school personnel in participating in district mentoring PD 2.2.1.4: Provide ongoing support throughout school year to new staff with PD and coaching specific to school-wide initiatives (MLSP #1) <i>Accountable Leads: Curriculum Leadership</i>		IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$
2.3.1: Staff will be provided with SEL opportunities to support retention and effectiveness		2.3.1.1: Support and expand staff SEL opportunities and initiatives by regularly gathering [and analyzing] feedback (2025 Self Study A) 2.3.1.2: Support staff SEL through opportunities to show and celebrate school, house, team and grade level cohesion and team building (MLSP #5) <i>Accountable Leads: Curriculum Leadership</i>	Staff feedback Curriculum leadership minutes	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ 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 Outcome <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>Estimate the additional amount needed for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</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 Accountable Lead: Principal	SCC Minutes Title I Sign in Records Parent Feedback data Grade Level Minutes Fliers, handouts	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ 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>	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 for enabling activities.</i>
3.3.2: Staff will communicate with family and community through a variety of tools		3.3.2.1: Leadership will support use of existing platforms while exploring new technologies (2025 Self Study E) Accountable Leads: Steering Committee	Talking Points Language Link Hazel Health Website	WSF, \$ Title I, \$1,250 Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$
3.3.3 Regular family and community engagement activities support learning of all students		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) Accountable Leads: Steering Committee	Sign in Records Parent Feedback data Grade Level Minutes Fliers, handouts	WSF, \$ Title I, \$735 Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$

★ Other Systems of Support				
Desired Outcome <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>Estimate the additional amount needed for enabling activities.</i>
3.4.1 Regular family and community engagement activities celebrate all students' success		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. 3.4.1.2: (2) Staff will identify and support increased opportunities for student led events that involve and engage families and the communities (2025 Self Study G) 3.4.1.3: Staff will plan for and support community celebrations across houses, grades, teams. (2025 Self Study K) Accountable Leads: Steering Committee	[List the measures and/or evidence that will be used to monitor progress here]	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$
3.5.1 Educational technology will be provided to support all students		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. (MLSP #8)		WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$

		3.5.1.2: Educational technology will be purchased, maintained, updated and distributed as appropriate to support all students' learning <i>Accountable Leads: Tech coordinator</i>		SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$
3.6.1: Leadership will monitor school-wide programs		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 9) 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 8) (MLSP #6) <i>Accountable Leads: Steering Committee</i>		WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

Note: Our SCC Assurances were physically signed and dated. Here is a [link to the PDF copy](#).

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Maui Waena Intermediate School** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)

A School Community Council Meeting was conducted on **Nov 17, 2025** to share the school data and gather input on student priorities.

A School Community Meeting was conducted on **Mar 2, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.

Other (list): Staff CNA Feedback PD: Friday, October 31, 2025; Curriculum Leadership Team Meeting: Thursday, December 1, 2025

4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Date March 2, 2026**

Attested:

Maui Waena Intermediate School Principal	Signature	Date
Jacquelyn McCandless		Date

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Maui Waena Intermediate School** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **Nov 17, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 2, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): Staff CNA Feedback PD: Friday, October 31, 2025; Curriculum Leadership Team Meeting: Thursday, December 1, 2025
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: ☐ **Date** March 2, 2026

Attested:

Maui Waena Intermediate School Principal	Signature	Date
Jacquelyn McCandless		<u>3/2/26</u>
SCC Chairperson	Signature	Date

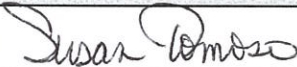
SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
no recommendations		
no recommendations		
no recommendations		

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.
no comments

Attested:

SCC Chairperson	Signature	Date
Susan Tomoso		03/02/26

Susan Tomoso	<i>Susan Tomoso</i>	03/02/26
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APPENDIX B: 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.**

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>	1125		
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	Yes	No	N/A, we meet the requirement
Maui Waena Intermediate School Bell Schedule: MWIS Bell Schedule			