Maui Waena Intermediate School
Academic Plan 2020-2021
Academic Plan & Supporting Documents

2020-2021 School Year

Principal: Jacquelyn McCandless

Contact Information

Telephone: 808-727-4200

Plan Submitted by

Principal

Date

Plan Approved by

Complex Area Superintendent

Date

Revised for Baldwin-Kekaulike-Maui Complex Area
Maui Waena Intermediate School

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused 3-Year Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community’s knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school’s Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform a school how to close the achievement gap; and, 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools design measurable outcomes from the study of organizational, instructional, and student support systems. The measurable outcomes are implemented and improved through Plan, Do, Study, Act (PDSA) cycles, and systemized by leading indicators.

HIDOE Learning Organization

Pipeline of Emerging Ideas: To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.

● The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).


● The 3-Year Academic Plan incorporates School Design and Student Voice for Innovation in Support of the Core (pages 3-4).

Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports

● The 3-Year Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the Teaching & Learning Core (page 2).
## Teaching & Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying enabling activities in the academic plan should address identified subgroup(s) and their needs.

<table>
<thead>
<tr>
<th>Achievement Gap</th>
<th>Theory of Action</th>
<th>Enabling Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a CNA such as Title I, WASC Self Study, International Baccalaureate, and may include additional local measurements.</strong></td>
<td><strong>What is your Theory of Action (if-then) to improve the achievement gap?</strong></td>
<td><strong>What are your Enabling Activities to improve the achievement gap?</strong></td>
</tr>
</tbody>
</table>
| 1. ELL: persistent achievement gap in ELA, Math, despite gains (CNA) | 1. If research-based EL strategies are implemented school wide along with support from the ELL program, then increased EL proficiency will decrease the persistent achievement gap. | 1. ELL Enabling Activities:  
   a. Purchase print/digital curricula & supplemental materials  
   b. Staff ELL PD  
   c. Support for ELL Action Plan  
   d. Support TSI-CU ELL Plan |
| 2. SPED: persistent achievement gap despite gains (CNA) | 2. If research-based strategies are implemented school wide along with SPED support, then increased proficiency will decrease the persistent achievement gap. | 2. SPED Enabling Activities:  
   a. Purchase print/digital curricula & supplemental materials  
   b. Staff SPED PD  
   c. Support for TSI-CU SPED plan |
| 3. RTI Tier 1 (CNA pg. 10) | 3. If Tier 1 strategies are effectively implemented school wide, then the Well Below groups will decrease and the Proficient and Near Proficient groups would increase as evidenced by SBA and iReady data. | 3. Tier 1 Enabling Activities:  
   a. Purchase print/digital curricula, supplemental, and assessment materials  
   b. Staff Training in research-based Tier 1 strategies. |
| 4. RTI Tier 2 (CNA pg. 10) | 4. If a clear Tier 2 structure is in place, then there will be clear protocols to identify students who need Tier 2 support in a timely manner and provide resources and services that will decrease their individual achievement gaps. | 4. Tier 2 Enabling Activities:  
   a. Create a clear structure and protocol with identified resources for supporting Tier 2 interventions. |
## Innovation in Support of the Core: School Design and Student Voice

Describe here your complex/school contexts for School Design and Student Voice.

Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice.

Describe here your Conditions for Success for School Design and Student Voice.

### SY 2020-21 Measurable Outcomes

1. All students will receive cohesive, standards-based intentional Tier 1 instruction (SD)
2. Students will engage in collaborative learning conversations & feedback processes in class (SV)
3. Continue to seek out appropriate opportunities for inclusion (SD)
4. Maintenance and upgrading of 1:1 tech to facilitate student learning, instruction and assessment (SD)
5. Continue addressing WASC Critical Areas for Follow Up through Focus 2.0 groups, plans & products (SD; SV)
6. Continue I & M support for new to teaching & new to MWIS/HI staff--mentors, training, forum attendance (SD)
7. Highlight student opportunities for choices (projects community outreach) within pacing guides (SV)

### SY 2021-22 Measurable Outcomes

1. All students will receive cohesive, standards-based intentional Tier 1 instruction (SD)
2. Students will engage in collaborative learning conversations & feedback processes in class (SV)
3. Continue to seek out appropriate opportunities for inclusion (SD)
4. Maintenance and upgrading of 1:1 tech to facilitate student learning, instruction and assessment (SD)
5. Continue addressing WASC Critical Areas for Follow Up through Focus 2.0 groups, plans & products (SD; SV)
6. Continue I & M support for new to teaching & new to MWIS/HI staff--mentors, training, forum attendance (SD)
7. Highlight student opportunities for choices (projects community outreach) within pacing guides (SV)

### SY 2022-23 Measurable Outcomes

1. All students will receive cohesive, standards-based intentional Tier 1 instruction (SD)
2. Students will engage in collaborative learning conversations & feedback processes in class (SV)
3. Continue to seek out appropriate opportunities for inclusion (SD)
4. Maintenance and upgrading of 1:1 tech to facilitate student learning, instruction and assessment (SD)
5. Continue addressing WASC Critical Areas for Follow Up through Focus 2.0 groups, plans & products (SD; SV)
6. Continue I & M support for new to teaching & new to MWIS/HI staff--mentors, training, forum attendance (SD)
7. Highlight student opportunities for choices (projects community outreach) within pacing guides (SV)

### Why are you implementing them?

- Reinforce best practices
- Support and retain good teachers
### Innovation in Support of the Core: School Design and Student Voice

**FOCUS ON SY 2020-21:** Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

<table>
<thead>
<tr>
<th>Baseline Measurements</th>
<th>Formative Measures</th>
<th>Summative Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strive HI 2020</td>
<td>coaching data</td>
<td>Strive HI 2021</td>
</tr>
<tr>
<td>LDS--On Track Data</td>
<td>universal screener/interim assessment data</td>
<td>WIDA Access results/ELL Exit Results</td>
</tr>
<tr>
<td>OWL/Coaching Data?</td>
<td>meeting minutes</td>
<td>Inclusion Rates</td>
</tr>
<tr>
<td>GLO</td>
<td>ART review</td>
<td>Panorama, SQS data</td>
</tr>
</tbody>
</table>

### Student Outcomes (SY 2020-21)

<table>
<thead>
<tr>
<th>Measurable Outcome(s)</th>
<th>Enabling Activity</th>
<th>Duration</th>
<th>Source of Funds</th>
<th>School Monitoring Activity</th>
<th>Frequency</th>
<th>Complex Monitoring Activity (to be completed by CAS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain 2019 proficiency rates* for all students in: SBA Math SBA ELA HSA Science</td>
<td>1. access to and implementation of appropriate, rigorous standards-based curriculum and supplemental materials--digital and/or print--to support student achievement of content standards</td>
<td>Year long</td>
<td>WSF</td>
<td>ART --document created by Curriculum Leadership &amp; stored on MWIS Drive</td>
<td>Semester</td>
<td></td>
</tr>
</tbody>
</table>

*Version: 1

MWIS 4

2020 May 5
| Due to COVID campus closure, there was no testing in Spring 2020 & students moved to online skill maintenance. | 2. RTI Tier 1--continued implementation of Instructional Coherence in all classes | OWL reports; walk throughs by admin, CCs, coaches; ART |
| 3. provide access to Universal Screener and skill remediation and support resources | | Minutes; I-Ready reports; ART |
| 4. Staff Data Teams process | | Minutes; ART |
| 5. time for staff to collaborate in analysis of and planning for curriculum, instruction and assessment | 1x semester (November 2020 PD day; March 2021) | |
| 6. maintenance of 1:1 & other tech to support access & implementation | | ART; PO logs; FA Database |

Maintain 2019 proficiency rates* for SpEd and ELL students in:  
SBA Math  
SBA ELA  
HSA Science

| year long | WSF | semester |
| 7. provide access to rigorous and appropriate print/digital resources to support student achievement | ART; PO logs; walkthrough data | |
| 8. professional development, coaching and support for staff in Tier 1/Best practices to support all learners, esp. SPED & ELL | ART; PD records; minutes; walkthrough data | |
| 9. support opportunities for inclusion as appropriate | ART; LDS data | |

ELL WIDA Access ‘On-track’ goal SY20-21: 46.09%

<p>| year long | WSF | semester |
| 10. provide access to rigorous and appropriate print/digital resources to support student achievement | ART; PO logs; walkthrough data; EL comprehensive plan | |
| 11. ELL summer program | Summer 2020 | ELL comprehensive plan |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Summer 2021 (pending)</th>
<th>Note: summer school cancelled due to COVID campus closures.</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>professional development, coaching and support for staff in Tier 1/Best practices to support all learners</td>
<td>year long</td>
<td>ART; minutes; walkthrough data</td>
</tr>
<tr>
<td>13.</td>
<td>support PD for staff; ELL EAs for each team</td>
<td>year long</td>
<td>ART; minutes</td>
</tr>
<tr>
<td>SEL--participation through Wheel</td>
<td>14. access to and implementation of rigorous and appropriate materials</td>
<td>year long</td>
<td>WSF; Second Step subscription</td>
</tr>
<tr>
<td></td>
<td>15. quarterly usage report to Steering</td>
<td>year long</td>
<td>Second Step Usage report</td>
</tr>
<tr>
<td></td>
<td>16. pre/post survey/feedback from staff &amp; students on impact/effectiveness</td>
<td>year long</td>
<td>Minutes; Survey results; ART</td>
</tr>
</tbody>
</table>

Access to & support of student activities outside of classroom instruction

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>year long</th>
<th>WSF; UPLINKS reports; ART</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.</td>
<td>continue UPLINKS program &amp; other extracurricular activities for all students to choose from</td>
<td>year long</td>
<td>UPLINKS reports; ART</td>
</tr>
</tbody>
</table>

AVID

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>year long</th>
<th>WSF; PO logs; AVID report; ART</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.</td>
<td>use of binder &amp; tabs</td>
<td>year long</td>
<td>WSF; PO logs; AVID report; ART</td>
</tr>
<tr>
<td>19.</td>
<td>increase student enrollment and support AVID elective classes; tutortology</td>
<td>year long</td>
<td>WSF; PO logs; AVID report; ART</td>
</tr>
<tr>
<td>20.</td>
<td>use of WICOR strategies</td>
<td>year long</td>
<td>WSF; PO logs; AVID report; ART</td>
</tr>
<tr>
<td>Measurable Outcome(s)</td>
<td>Enabling Activity</td>
<td>Duration</td>
<td>Source of Funds</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------------------------------------------------------------------------</td>
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<tr>
<td>I &amp; M New Teachers—to profession, HIDOE, MWIS—will be provided appropriate support and mentoring</td>
<td>21. mentoring training for interested staff</td>
<td>Fall, Spring, Yearlong</td>
<td>Title III (MDO)</td>
</tr>
<tr>
<td></td>
<td>22. New Teacher Orientation; mentor forums throughout year</td>
<td>July 2020</td>
<td>WSF</td>
</tr>
<tr>
<td></td>
<td>23. support for coaching, classroom visitation</td>
<td>year long</td>
<td>WSF/Title III (MDO)</td>
</tr>
<tr>
<td>AVID PD</td>
<td>24. staff PD as pending outcomes from the Focus 2.0 group</td>
<td>year long</td>
<td>WSF</td>
</tr>
<tr>
<td></td>
<td>25. school visitations pending outcomes from by the Focus 2.0 group</td>
<td></td>
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<td></td>
<td>26. continue AVID site committee and/or Focus 2.0 group</td>
<td></td>
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<tr>
<td>Technology</td>
<td>27. repair, maintenance and inventory of current laptops, printers and AV equipment</td>
<td>year long</td>
<td>WSF</td>
</tr>
<tr>
<td></td>
<td>28. maintain laptop carts for all core content classrooms and by request for elective teachers</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>29. staff PD to support integration of available tech --curriculum, instruction, assessment</td>
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</tbody>
</table>

Version: 1  MWIS  7  2020 May 5
| Parent Community Outreach & Support | 30. Band Boosters
Robotics/STEM Parents and other parent and family information and support events | year long | WSF | ART; minutes; flyers; sign in sheets | semester |
|-------------------------------------|-----------------------------------------------------------------|----------|-----|--------------------------------------|---------|
| 31. Parent Night Grade 6
Open House Grades 7 & 8
Student Showcase Night | | | | | |
| 32. AVID Parent Night
ELL Night
M & M Night
Math/Algebra 1 Night
Reader Boards; SynerVoice
Keep staff updated on SCC meetings & concerns | | | | | |
| Continued time & support to implement, monitor and revise Focus 2.0 group individual action plans | 34. SEL--support/time for staff
35. Focus 2.0 groups
a. GLO--staff level of planning for process
b. PBIS--stakeholder survey for targeted behaviors
c. HA/wellness--staff information/baseline setting
d. Real-world applications of learning & community connections--staff planning
e. RTI Tier 2--planning
f. Bell & Time
g. Data Teams | year long | WSF | ART; minutes; ActionPlans | semester |
| Continued support of PD for all staff in BIC/Best practices for Tier 1 | 36. subs, travel, coaching | year long | WSF | ART; PD records; minutes | semester |
| Continued PD support in all areas for rigorous standards-based | 37. subs, travel, coaching | year long | WSF | ART; PD records; minutes | semester |
Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HIDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school’s collective work, expand capacity to improve, and continuously advance student learning.

As the HIDOE 2030 Promise Plan is finalized, a “Forward Focused” Plan will be drafted to help school communities open conversations about the Pipeline of Emerging Ideas.
While referencing the “Forward Focused” Plan, please describe your school’s ideas around innovation and pilot projects. Your draft will be a valuable tool to collect feedback and solicit support from the Complex Area Superintendent, parents, students, and community stakeholders.

Distance/remote learning/blended learning

Please describe your Conditions for Success:

1. Time
   a. research into best practices
   b. professional development for staff
   c. additional collaboration for planning, implementing & evaluating

2. Funding
   a. professional development
   b. coaching & release time for staff for follow up and collaboration
   c. additional resources—material, expertise

3. Buy in
   a. staff
   b. students
   c. community

This type of shift requires supporting students to be more independent and active learner in a variety of settings and contexts.