

Maui Waena Intermediate School

Academic Plan 2021-2022

Academic Plan & Supporting Documents

2021-2022 School Year

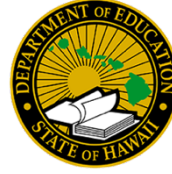
Principal: Jacquelyn McCandless

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Plan Submitted by Jacquelyn McCandless April 20, 2021
Principal Date

Plan Approved by Kathie Du 4/29/21
Complex Area Superintendent Date



2020 Academic Plan School Year 2020-2022 (revised)

Maui Waena Intermediate School

Developing a collaborative Academic Plan framed by the HDOE 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.

HDOE 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.

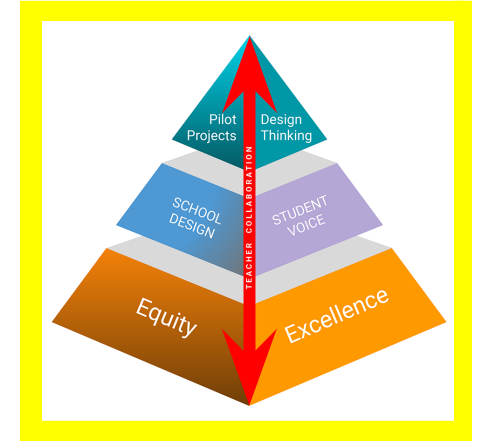
- The **Pipeline of Emerging Ideas** is linked to the HDOE 2020-30 Strategic Plan (page 5).

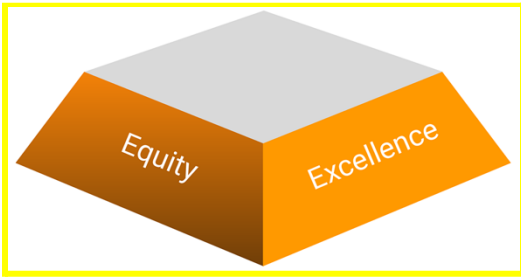
Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- 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 HDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).

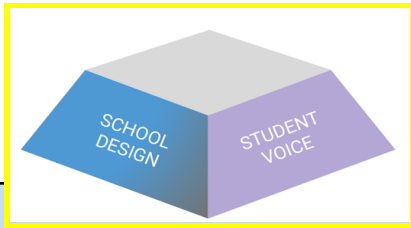




Teaching & Learning Core: Equity and Excellence

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.

Achievement Gap	Theory of Action	Enabling Activity
<p><i>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.</i></p> <ol style="list-style-type: none"> 1. ELL: persistent achievement gap in ELA, Math, despite gains (CNA 11; 14-15) 2. SPED: persistent achievement gap despite gains (CNA 11; 14) 3. RTI Tier 1 (CNA pg. 10) 4. RTI Tier 2 (CNA pg. 10) <p>SW1</p>	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <ol style="list-style-type: none"> 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. 2. If research-based strategies are implemented school wide along with SPED support, then increased proficiency will decrease the persistent achievement gap. 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. 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. 	<p><i>What are your Enabling Activities to improve the achievement gap?</i></p> <ol style="list-style-type: none"> 1. ELL Enabling Activities: <ol style="list-style-type: none"> 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 Enabling Activities: <ol style="list-style-type: none"> a. Purchase print/digital curricula & supplemental materials b. Staff SPED PD c. Support for TSI-CU SPED plan 3. Tier 1 Enabling Activities: <ol style="list-style-type: none"> a. Purchase print/digital curricula, supplemental, and assessment materials b. Staff Training in research-based Tier 1 strategies. 4. Tier 2 Enabling Activities: <ol style="list-style-type: none"> 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

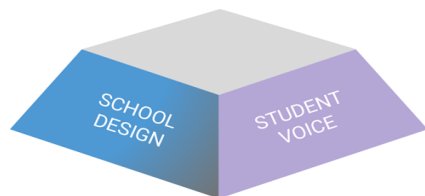
Describe here your complex/school contexts for School Design and Student Voice.

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 <u>Measurable Outcomes</u>	SY 2021-22 <u>Measurable Outcomes</u>	SY 2022-23 <u>Measurable Outcomes</u>
<p>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</p> <ol style="list-style-type: none"> 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) 	<p>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</p> <ol style="list-style-type: none"> 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) 	<p>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</p> <ol style="list-style-type: none"> 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)
<p>Why are you implementing them?</p> <ul style="list-style-type: none"> - Reinforce best practices - support and retain good teachers 	<p>Why are you are implementing them?</p> <ul style="list-style-type: none"> - Reinforce best practices - support and retain good teachers <p>Student Learning Needs Priorities Identified for Mid-Cycle Report</p> <ol style="list-style-type: none"> A. Reading Comprehension B. Problem-solving C. Communicating Reasoning D. Complex Thinker E. Effective Communicator 	<p>Why are you are implementing them?</p> <ul style="list-style-type: none"> - Reinforce best practices - support and retain good teachers

F. Self-directed Learner		
<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> - formative and summative assessment data - BIC coaching data - I&M Survey Results and participation in forums - Panorama survey results - Data from Focus 2.0 work groups 	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> - formative and summative assessment data - BIC coaching data - I&M Survey Results and participation in forums - Panorama survey results - Data from Focus 2.0 work groups 	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> - formative and summative assessment data - BIC coaching data - I&M Survey Results and participation in forums - Panorama survey results - Data from Focus 2.0 work groups



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.

Baseline Measurements	Formative Measures	Summative Goals
Strive HI 2020 ; 2021 ; 2022 LDS--On Track Data OWL/Coaching Data GLO	coaching data universal screener/interim assessment data meeting minutes ART review	Strive HI 2021; 2022 WIDA Access results ELL Exit Results Inclusion Rates Panorama, SQS data

Student Outcomes SY 2020-21 **SY 2021-2022**

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
Maintain 2019 proficiency rates* for all students in: SBA Math SBA ELA	1. access to and implementation of appropriate, rigorous standards-based curriculum and supplemental materials--digital	year long	WSF 18902	ART --document created by Curriculum Leadership & stored on MWIS Drive	semester	

<p>HSA Science</p> <p>* no Spring 2020 testing</p> <p>** did not have 95%+ participation rate in Spring 2021</p> <p>(CNA 11; 14-15)</p> <p>SW1</p> <p>SW6.1</p> <p>SW6.3.4</p>	and/or print--to support student achievement of content standards					
	2. RTI Tier 1--continued implementation of Instructional Coherence in all classes			OWL reports; walk throughs by admn, 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		
<p>Maintain 2019 proficiency rates* for SpEd and ELL students in:</p> <p>SBA Math</p> <p>SBA ELA</p> <p>HSA Science</p> <p>*No Spring 2020 testing</p> <p>(CNA11; 14-15)</p> <p>SW5</p> <p>SW6.1</p>	7. provide access to rigorous and appropriate print/digital resources to support student achievement	year long	WSF 18902	ART; PO logs; walkthrough data	semester	
	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		
<p>ELL WIDA Access 'On-track' goal SY20-21: 46.09%</p> <p>SY21-22: 53.31%</p> <p>(CNA 15)</p> <p>SW1</p>	10. provide access to rigorous and appropriate print/digital resources to support student achievement	year long	WSF Title III Title I: 18902	ART; PO logs; walkthrough data; EL comprehensive plan	semester	
	11. ELL Summer Program	Summer 2020		ELL comprehensive plan		

SW5 SW6.1		Summer 2021 (pending) Summer 2022 (pending)		Note: summer school cancelled due to COVID campus closures.		
	12. professional development, coaching and support for staff in Tier 1/Best practices to support all learners	year long		ART; minutes; walkthrough data		
	13. support PD for staff; ELL EAs for each team			ART; minutes		
SEL-- participation through Wheel Staff will implement SEL program and/or activities with support from counseling department (CNA 8-9) SW6.3.1	14. access to and implementation of rigorous and appropriate materials	year long	WSF	Second Step subscription	semester	
	15. quarterly usage report to Steering regular updates from staff			Second Step Usage report		
	16. pre/post survey/feedback from staff & students on impact/effectiveness			Minutes; Survey results ; ART		
Access to & support of student activities outside of classroom instruction (CNA 8-9; 23) SW5 SW6.3.1	17. continue UPLINKS program & other extracurricular activities for all students	year long	WSF; UPLINKS grant	UPLINKS reports; ART	semester	
AVID maintain established school-wide practices	18. use of binder & tabs; organizational strategies	year long	WSF Title I: 18902	PO logs; AVID report; ART	semester	

(CNA 23) SW6.2	19. increase student enrollment and support AVID elective classes; tutorology					
	20. school-wide use of some WICOR strategies					

Staff Outcomes SY 2020-2021; SY 2021-2022

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
I & M New Teachers--to profession, HIDEOE, &/or MWIS--will be provided appropriate support and mentoring (CNA 6; 23) SW5	21. mentoring training for interested staff		Title III (MDO)	JF, PDE3 records	semester	
	22. New Teacher Orientation; mentor forums throughout year	July 2020 July 2021	WSF	sign in sheets; minutes		
	23. support for coaching, classroom visitation	year long	WSF/Title III (MDO)	Mentor records		
AVID PD Provide support for PD in AVID school-wide practices to support college and career ready student skills and support of AVID elective classes (CNA 10; 23) SW2	24. staff PD as pending outcomes from the Focus 2.0 group	year long	WSF Title I: 18902	AVID report; ART; minutes; Action Plan	semester	
	25. school visitations pending outcomes from by the Focus 2.0 group					
	26. continue AVID site committee and/or Focus 2.0 group					
Technology	27. repair, maintenance and inventory of current laptops, printers and AV equipment as well as continued support of GoGuardian	year long	WSF Title I: 18902	FA database; PO logs; ART	semester	

maintaining, updating and using tech to support teacher growth, student learning & achievement (CNA 4; 23) SW6.1	subscription for all student Chromebooks					
	28. maintain laptop carts for all core content classrooms and by request for elective teachers					
	29. staff PD to support integration of available tech --curriculum, instruction, assessment			ART; PD records		
Parent Community Outreach & Support Maintain & support parent-community events (CNA 3; 8) SW2 SW4 SW7	30. Band Boosters Robotics/STEM Parents and other parent and family information and support events	year long	WSF Title I: 18935	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-School Messenger Keep staff updated on SCC meetings & concerns					
Continued time & support to implement, monitor and revise Focus 2.0 group individual action plans as well as preparation for Mid-Cycle visit Spring 2022 (CNA 23)	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	year long	WSF Title I: 18902 & 18935	ART; minutes; ActionPlans	semester	

<p>SW5 SW6.3.1 SW6.3.2 SW6.3.4</p>	<p>d. Real-world applications of learning & community connections--staff planning e. RTI Tier 2--planning f. Bell & Time g. Data Teams</p>					
<p>Continued support of PD for all staff in BIC/Best practices for Tier 1</p> <p>(CNA 10-12; 23) SW6.2 SW6.3.4</p>	<p>36. subs, travel, coaching</p>	<p>year long</p>	<p>WSF Title I: 18902</p>	<p>ART; PD records; minutes</p>	<p>semester</p>	
<p>Continued PD support in all areas for rigorous standards-based curriculum, instruction and assessment</p> <p>(CNA 10-12; 23) SW6.2 SW6.3.4</p>	<p>37. subs, travel, coaching</p>	<p>year long</p>	<p>WSF Title I: 18902</p>	<p>ART; PD records; minutes</p>	<p>semester</p>	
<p>SMP</p> <p>1. Students are supported in successfully completing grades 6-8 in three years</p> <p>2. staff understands & uses the program referral process</p> <p>(CNA 10-12; 23) SW6.1 SW6.3.3</p>	<p>38. clear identification process</p> <p>39. Provide necessary PD & support for staff to access SMP process</p> <p>40. Provide necessary curriculum & support for program materials & staff</p>	<p>initial inservice Quarter 1; follow up throughout year</p>	<p>WSF Title I: 18902</p>	<p>ART; RTI records; minutes</p>	<p>semester</p>	

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*.

School Ideas for Innovation and Pilot Projects	Conditions for Success
<p><i>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.</i></p> <p>Brainstorm PRE COVID Closure</p> <ol style="list-style-type: none"> 1. pathways/academies like MHS 2. PBL/Middle School IDUs 3. AVID expansion & saturation 4. STEM/STEAM expansion 5. service club expansion <p>IDEAS from Curriculum Leadership</p>	<p><i>Please describe your Conditions for Success:</i></p>

Title I Addendum to the 2021 Academic Plan (AcPlan), School Year 2021-22

School Name: Maui Waena Intermediate School

Date: April 16, 2021

Directions: 1. All schoolwide (SW) program plan requirements must be addressed in the AcPlan and/or through other evidence. 2. Within the AcPlan, label locations where SW program plan requirements are addressed, if applicable (e.g. SW 5, SW 6, SW 7). 3. On this document, summarize locations in the AcPlan and other evidence that SW program plan requirements are addressed.		
SW Program Plan Requirements (ESSA 1114(b))	Location in the AcPlan where the SW Program Plan Requirement is addressed (e.g. page #, section)	Other evidence that the SW Program Plan Requirement is addressed (e.g. CNA, SCC Assurances)
SW 1: The school’s Academic Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing to meet the challenging academic standards.	Measurable Outcome (MO) 1: maintain 2019 SBA & HSA proficiency rates for all students. (pp.4-5; EA1-6) MO 3: work towards ELL WIDA on track goal for SY21-22 (pp. 5-6; EA 10-13)	CNA p. 11; 14-15
SW 2: The school’s Academic Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, complex area staff, to the extent feasible, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals as determined by the school.	MO 10: maintain & support parent-community events (p. 8; EA 30-32)	SCC minutes & agendas published on mauiwaena.com CNA p. 3; 8
SW 3: The school’s Academic Plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards	AcPlan Formative Measures: p. 4	The ART review document used throughout AcPlan as a school monitoring activity for all measurable outcomes & enabling activities; is shared with all staff through MWIS staff folder on K12 drive

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<p>SW 4: The school’s Academic Plan is available to the Hawaii Department of Education, parents, and the public and the information contained in such plan is in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.</p>	<p>MO 10: maintain & support parent-community events (p. 8; EA 30-32)</p>	<p>The latest Academic Plan is shared on the school website & with the SCC; SCC minutes & agendas are published on the school website.</p>
<p>SW 5: If appropriate and applicable, the Academic Plan is developed in coordination and integration with other federal, state, and local services, resources, and programs (e.g., programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities).</p>	<p>MO 2: maintain 2019 proficiency rates for IDEA and EL students (p. 5; EA7-9) Measurable Outcome 3: work towards ELL WIDA on track goal for SY21-22 (pp. 5-6; EA 10-13) MO 7: new teachers—to profession, HIDOE &/or MWIS—will be provided appropriate support & mentoring (p. 7; EA21-23) MO 9: maintain, update & use tech to support teacher growth, student learning & achievement (p. 8; EA 27-29) MO 11: continued time & support to implement, monitor & revise Focus Group action plans as well as prepare for Mid Cycle Visit p. 8; EA34-35</p>	<p>SCC Assurances SCC minutes & agendas published on school website ART review document in MWIS Staff shared folder on K12 drive—available to all staff members CNA, p. 23 2019 MWIS WASC Self Study</p>
<p>SW 6: The Academic Plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will—</p> <p>(i) provide opportunities for all children, including each of the subgroups of students (i.e. economically disadvantaged, major racial and ethnic groups, children with disabilities, English learners) to meet the challenging State</p>	<p>MO 1: maintain 2019 SBA & HSA proficiency rates for all students. (pp.4-5; EA1-6) MO 2: maintain 2019 proficiency rates for IDEA and EL students (p. 5; EA7-9)</p>	<p>CNA pp.10-15; 23 2019 MWIS WASC Self Study SCC minutes & agendas published on school website ART review document shared in MWIS staff folder on K12 drive</p>

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<p>academic standards;</p> <p>(ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and</p> <p>(iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—</p> <ul style="list-style-type: none"> (I) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas; (II) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools); (III) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); (IV) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and (V) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs; 	<p>Measurable Outcome 3: work towards ELL WIDA on track goal for SY21-22 (pp. 5-6; EA 10-13)</p> <p>MO 3: work towards ELL WIDA on track goal for SY21-22 (pp. 5-6; EA 10-13)</p> <p>MO 6: maintain established school-wide AVID practices pp. 6-7; EA18-20</p> <p>EA 17: continue UPLINKS & other extracurricular activities for all students</p> <p>MO 7: new teachers—to profession, HIDOE &/or MWIS—will be provided appropriate support & mentoring (p. 7; EA21-23)</p> <p>MO 9: maintain, update & use tech to support teacher growth, student learning & achievement (p. 8; EA 27-29)</p> <p>MO 11: continued time & support to implement, monitor & revise Focus Group action plans as well as prepare for Mid Cycle Visit p. 8; EA34-35</p> <p>MO 12: Continued support of PD for all staff in BIC/best practices for Tier 1 p. 9 EA 36</p> <p>MO 13: continued PD support in all areas for rigorous standards-based curriculum,</p>	
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	<p>instruction & assessment p. 9 EA 37 MO 14: Continue SMP to support completion grades 6-8 in three years; staff understands & uses program referral process p. 9 EA 38-40</p>	
<p>SW 7: The Academic Plan includes parent and family involvement activities and strategies that are consistent with the HDOE parent and family engagement policy and aimed at improving student academic achievement and school performance. (1116(a)(2)(B))</p>	<p>MO 10: maintain & support parent-community events (p. 8; EA 30-32)</p>	<p>Shared on school website; SCC minutes & agendas shared on school website.</p>