

# Maui Waena Intermediate School

## Academic Plan 2022-2023

### Academic Plan & Supporting Documents

2022-2023 School Year

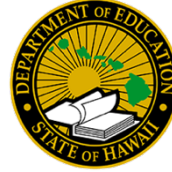
Principal: Jacquelyn McCandless

Contact Information

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Plan Submitted by  \_\_\_\_\_ 3/31/22  
Principal Date

Plan Approved by  \_\_\_\_\_ 4/1/22  
Complex Area Superintendent Date



# 2020 Academic Plan School Year 2020-2023 (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.

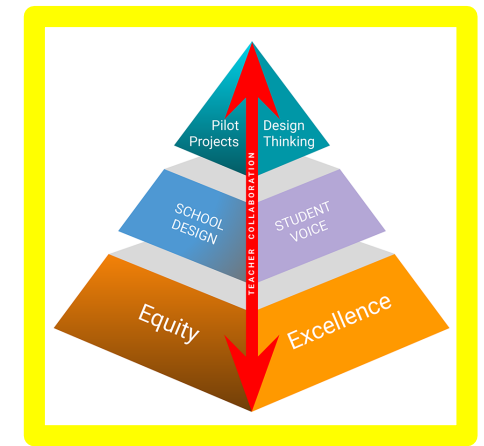
- The **Pipeline of Emerging Ideas** is linked to the HDOE 2020-30 Strategic Plan (page 5).

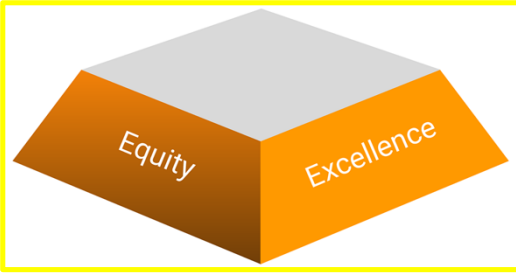
**Innovation in Support of the Core:** New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- 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).

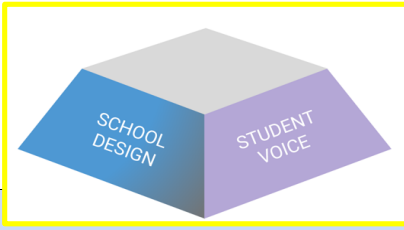




## Teaching & Learning Core: Equity and Excellence

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"> <li>1. <b>ELL: persistent achievement gap in ELA, Math, despite gains (CNA 12; 15-16)</b></li> <li>2. <b>SPED: persistent achievement gap despite gains (CNA 12; 15-16)</b></li> <li>3. <b>RTI Tier 1 (CNA 11)</b></li> <li>4. <b>RTI Tier 2 (CNA 11)</b></li> </ol> <p><b>SW1</b></p>	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. If research-based strategies are implemented school wide along with SPED support, then increased proficiency will decrease the persistent achievement gap.</li> <li>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.</li> <li>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.</li> </ol>	<p><i>What are your <a href="#">Enabling Activities</a> to improve the achievement gap?</i></p> <ol style="list-style-type: none"> <li>1. ELL Enabling Activities:             <ol style="list-style-type: none"> <li>a. Purchase print/digital curricula &amp; supplemental materials</li> <li>b. Staff ELL PD</li> <li>c. Support for ELL Action Plan</li> <li>d. Support TSI-CU ELL Plan</li> </ol> </li> <li>2. SPED Enabling Activities:             <ol style="list-style-type: none"> <li>a. Purchase print/digital curricula &amp; supplemental materials</li> <li>b. Staff SPED PD</li> <li>c. Support for TSI-CU SPED plan</li> </ol> </li> <li>3. Tier 1 Enabling Activities:             <ol style="list-style-type: none"> <li>a. Purchase print/digital curricula, supplemental, and assessment materials</li> <li>b. Staff Training in research-based Tier 1 strategies.</li> </ol> </li> <li>4. Tier 2 Enabling Activities:             <ol style="list-style-type: none"> <li>a. Create a clear structure and protocol with identified resources for supporting Tier 2 interventions.</li> </ol> </li> </ol>



# Innovation in Support of the Core: School Design and Student Voice

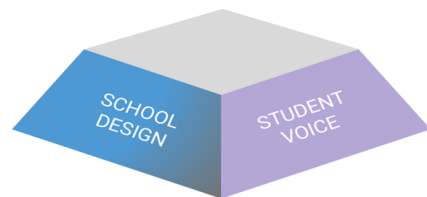
Describe here your complex/school contexts for School Design and Student Voice.

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"> <li>1. All students will receive cohesive, standards-based intentional Tier 1 instruction (SD)</li> <li>2. Students will engage in collaborative learning conversations &amp; feedback processes in class (SV)</li> <li>3. Continue to seek out appropriate opportunities for inclusion (SD)</li> <li>4. Maintenance and upgrading of 1:1 tech to facilitate student learning, instruction and assessment (SD)</li> <li>5. Continue addressing WASC Critical Areas for Follow Up through Focus 2.0 groups, plans &amp; products (SD; SV)</li> <li>6. Continue I &amp; M support for new to teaching &amp; new to MWIS/Hi staff--mentors, training, forum attendance (SD)</li> <li>7. Highlight student opportunities for choices (projects community outreach) within pacing guides (SV)</li> </ol>	<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"> <li>1. All students will receive cohesive, standards-based intentional Tier 1 instruction (SD)</li> <li>2. Students will engage in collaborative learning conversations &amp; feedback processes in class (SV)</li> <li>3. Continue to seek out appropriate opportunities for inclusion (SD)</li> <li>4. Maintenance and upgrading of 1:1 tech to facilitate student learning, instruction and assessment (SD)</li> <li>5. Continue addressing WASC Critical Areas for Follow Up through Focus 2.0 groups, plans &amp; products (SD; SV)</li> <li>6. Continue I &amp; M support for new to teaching &amp; new to MWIS/Hi staff--mentors, training, forum attendance (SD)</li> <li>7. Highlight student opportunities for choices (projects community outreach) within pacing guides (SV)</li> </ol>	<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"> <li>1. All students will receive cohesive, standards-based intentional Tier 1 instruction (SD)</li> <li>2. Students will engage in collaborative learning conversations &amp; feedback processes in class (SV)</li> <li>3. Continue to seek out appropriate opportunities for inclusion (SD)</li> <li>4. Maintenance and upgrading of 1:1 tech to facilitate student learning, instruction and assessment (SD)</li> <li>5. Continue addressing WASC Critical Areas for Follow Up through Focus 2.0 groups, plans &amp; products (SD; SV)</li> <li>6. Continue I &amp; M support for new to teaching &amp; new to MWIS/Hi staff--mentors, training, forum attendance (SD)</li> <li>7. Highlight student opportunities for choices (projects community outreach) within pacing guides (SV)</li> </ol>
<p>Why are you implementing them?</p> <ul style="list-style-type: none"> <li>- Reinforce best practices</li> <li>- support and retain good teachers</li> </ul>	<p>Why are you implementing them?</p> <ul style="list-style-type: none"> <li>- Reinforce best practices</li> <li>- support and retain good teachers</li> </ul> <p>Student Learning Needs Priorities Identified:</p> <ol style="list-style-type: none"> <li>A. Reading Comprehension</li> <li>B. Problem-solving</li> <li>C. Communicating Reasoning</li> <li>D. Complex Thinker</li> <li>E. Effective Communicator</li> <li>F. Self-directed Learner</li> </ol>	<p>Why are you implementing them?</p> <ul style="list-style-type: none"> <li>- Reinforce best practices</li> <li>- support and retain good teachers</li> </ul>

<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> <li>- formative and summative assessment data</li> <li>- BIC coaching data</li> <li>- I&amp;M Survey Results and participation in forums</li> <li>- Panorama survey results</li> <li>- Data from Focus 2.0 work groups</li> </ul>	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> <li>- formative and summative assessment data</li> <li>- BIC coaching data</li> <li>- I&amp;M Survey Results and participation in forums</li> <li>- Panorama survey results</li> <li>- Data from Focus 2.0 work groups</li> </ul>	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> <li>- formative and summative assessment data</li> <li>- BIC coaching data</li> <li>- I&amp;M Survey Results and participation in forums</li> <li>- Panorama survey results</li> <li>- Data from Focus 2.0 work groups</li> </ul>
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## 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; <del>2021; 2022</del> ; 2023 LDS--On Track Data OWL/Coaching Data GLO	coaching data universal screener/interim assessment data meeting minutes ART review	Strive HI <del>2021; 2022</del> ; 2023 WIDA Access results ELL Exit Results Inclusion Rates Panorama, SQS data

### Student Outcomes SY 2020-21 **SY 2021-2022** SY 2022-2023

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)
<b>A. Increase percentage of students testing at/above grade level (Spring 2023) to:</b> SBA Math: 38% SBA ELA: 56% HSA NGSS Science: 38%	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	year long	WSF <b>Title I:</b> <b>18902</b>	ART --document created by Curriculum Leadership & stored on MWIS Drive	semester	

<p>* <del>no Spring 2020 testing</del>  ** <del>did not have 95%+ participation rate in Spring 2021</del></p> <p>(CNA 12; 15-16)  SW1  SW6.1  SW6.3.4</p>	2. RTI Tier 1--continued implementation of Building Instructional Coherence in all classes			OWL reports; walkthroughs by admin, CCs, coaches; ART		
	3. provide access to Universal Screener and skill remediation, enrichment and support resources including monitoring and support of RTI Tier 2 Reading for identified students			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 as well as support for learning walks for Department Heads & classroom teachers			1x semester (November 2020 PD day; March 2021)		
	6. maintenance of 1:1 & other tech to support access & implementation including school-level instruction & support for students and families choosing a distance-learning model			ART; PO logs; FA Database		
<p>B. Increase percentage of IDEA &amp; EL students testing at/above grade level (Spring 2023) to:</p> <p>SBA Math  EL: 12%  IDEA: 7%</p> <p>SBA ELA  EL: 19%  IDEA: 11%</p> <p>HSA NGSS Science  EL: 15%  IDEA: 14%</p> <p>*<del>No Spring 2020 testing</del></p>	7. provide access to rigorous and appropriate print/digital resources to support student achievement	year long	WSF Title I: 18902 Title III	ART; PO logs; walkthrough data	semester	
	8. professional development, coaching and support for staff including EAs 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 9A. Multilingual Student support for			ART; LDS data		

(CNA 12; 15-16) SW5 SW6.1	the position & drop in services for identified EL students					
C. ELL WIDA Access 'On-track' goal <del>SY20-21: 46.09%</del> <del>SY21-22: 53.31%</del> SY 22-23:  (CNA 16) SW1 SW5 SW6.1	10. provide access to rigorous and appropriate print/digital resources to support student achievement <b>as well as after-school tutoring &amp; student support</b>  Goal 1E	year long	WSF Title III Title I: 18902 Title IV	ART; PO logs; walkthrough data; EL comprehensive plan	semester	
	11. EL summer program  Goal 5B	<del>Summer 2020</del> <del>Summer 2021</del> <del>Summer 2022</del> Summer 2023		ELL comprehensive plan Note: summer school cancelled due to COVID campus closures.		
	12. professional development, coaching and support for staff in Tier 1/Best practices <b>as well as key components &amp; Strategic Goals of MWIS EL Comprehensive Support Plan</b> to support all learners  Goal 1B; 2B; 2C; 3A; 5D	year long		ART; minutes; walkthrough data		
	13. support PD for staff <b>including EAs</b> ; ELL EAs for each team  Goal 1B; 2B; 3A; 5B			ART; minutes		
<del>SEL--participation through Wheel</del>  D. Staff will implement SEL program and/or activities with	14. access to and implementation of rigorous and appropriate materials	year long	WSF	<del>Second Step subscription</del>	semester	
	15. <del>quarterly usage report to Steering</del> regular updates from staff through			<del>Second Step Usage report</del>		

support from counseling department (CNA 8-9) SW6.3.1	minutes & staff meetings					
	16. pre/post survey/feedback from staff & students on impact/effectiveness			Minutes; Survey results; ART		
E. Access to & support of student activities outside of classroom instruction  (CNA 8-9; 27) SW5 SW6.3.1	17. continue UPLINK program & other extracurricular activities for all students	year long	WSF; UPLINK grant	UPLINK reports; ART	semester	
F. maintain established school-wide AVID practices (CNA 27) SW6.2	18. optional use of binder & tabs; organizational strategies as determined by PLC and/or team	year long	WSF Title I: 18902	PO logs; AVID report; ART	semester	
	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; SY 2022-2023**

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)
G. I & M New Teachers--to profession, HIDOE, &/or MWIS--will be provided appropriate support and mentoring	21. mentoring training for interested staff		WSF Title III	JF, PDE3 records	semester	
	22. New Teacher Orientation; mentor forums throughout year	July 2020 July 2021 July 2022	WSF	sign in sheets; minutes		



(CNA 6-7; 27) SW5	23. support for coaching, classroom visitation	year long	WSF Title III	Mentor records		
H. Provide support for PD in AVID school-wide practices to support college and career ready student skills and support of AVID elective classes (CNA 11; 27) 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					
I. Technology: maintain, update and use tech to support teacher growth, student learning & achievement (CNA 5; 27) SW6.1	27. repair, maintenance and inventory of current laptops, printers and AV equipment as well as continued support of GoGuardian subscription for all student Chromebooks	year long	WSF Title I: 18902	FA database; PO logs; ART	semester	
	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		
J. Maintain & support parent-community events adding Cultural elements to Semester school-community events OR schedule/create unique opportunity (CNA 5; 8-9) 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 Nights Goal 5D					
	32. AVID Parent Night ELL Night M & M Night					

	Math/Algebra I Night Reader Boards; <b>School Messenger</b> Keep staff updated on SCC meetings & concerns					
K. Continued time & support to implement, monitor and revise Focus 2.0 group individual action plans to address <b>Spring 2022 Critical Areas 1-7 as well as EL Comprehensive Plan Strategic Goal 5B: Utilizing state frameworks and school-specific culture to ensure welcoming and inclusive learning environments</b> (CNA 27) SW5 SW6.3.1 SW6.3.2 SW6.3.4	34. SEL--support/time for staff <b>34A. Support for staff SEL needs</b> 35. Focus 2.0 groups a. GLO-- <del>staff level of planning for process</del> b. PBIS-- <del>stakeholder survey for targeted behaviors</del> c. HA/wellness-- <del>staff information/baseline setting</del> d. Real-world applications of learning & community connections-- <del>staff planning</del> e. RTI Tier 2-- <del>planning</del> f. Bell & Time g. Data Teams  Goal 5D	year long	WSF Title I: 18902 & 18935	ART; minutes; ActionPlans	semester	
L. Continued support of PD for all staff in BIC/Best practices for Tier 1 (CNA 8-9; 27) SW6.2 SW6.3.4	36. subs, travel, coaching  Goal 2C; 5B; 5D	year long	WSF Title I: 18902 Title III	ART; PD records; minutes	semester	
M. Continued PD support in all areas for rigorous standards-based curriculum, instruction and assessment (CNA 8-9; 27) SW6.2 SW6.3.4	37. subs, travel, coaching  Goal 2C; 5B; 5D	year long	WSF Title I: 18902 Title III	ART; PD records; minutes	semester	
N. SMP :Students are supported in successfully completing grades	38. clear identification process	initial inservice Quarter 1;	WSF	ART; RTI records; minutes	semester	

6-8 in three years and staff understands & uses the program referral process (CNA 8-9; 27) SW6.1 SW6.3.3	39. Provide necessary PD & support for staff to access SMP process  40. Provide necessary curriculum & support for program materials & staff	follow up throughout year	Title I: 18902			
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## 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, <b>please describe your school’s ideas around innovation and pilot projects.</b> 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"> <li>1. pathways/academies like MHS</li> <li>2. PBL/Middle School IDUs</li> <li>3. AVID expansion &amp; saturation</li> <li>4. STEM/STEAM expansion</li> <li>5. service club expansion</li> </ol> <p>IDEAS from Curriculum Leadership</p>	<p><i>Please describe your Conditions for Success:</i></p>