



Niu Valley Middle School FKK Middle School Academic Plan SY 2024-2025

310 Halemaumau St
808-307-6800
niuvalleymiddle.org



Submitted by Principal Laura Ahn	
	3/18/24

Approved by FKK Complex Area Superintendent: Rochelle Mahoe, Ph.D.	
	4/4/2024



VIABLE QUALITY CURRICULUM

Please identify the **comprehensive instructional program(s)** used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.

To add additional information, please insert a new row as needed.

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
Grade 6	IB MYP Language + Literature	IB MYP Math / HMH Into Math	IB MYP Science	IB MYP Individuals + Societies
Grade 7	IB MYP Language + Literature	IB MYP Math / HMH Into Math	IB MYP Science	IB MYP Individuals + Societies
Grade 8	IB MYP Language + Literature	IB MYP Math / HMH Into Math	IB MYP Science	IB MYP Individuals + Societies

SCREENING ASSESSMENTS

This section highlights school-administered universal screeners designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional academic support.

Please utilize the dropdown list to identify the **universal screener(s)** used for English Language Arts and Mathematics and specify the grade level or course name. If "Other" is selected, please manually identify the universal screener.

To add additional information, please insert a new row and/or duplicate the dropdown list as needed.

Grade Level / Course Name	English Language Arts	Mathematics
Grade 6	STAR ▾	STAR ▾
Grade 7	STAR ▾	STAR ▾
Grade 8	STAR ▾	STAR ▾



IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause(s) for those needs and gaps, as identified in one or more of the following:

- Current [Comprehensive Needs Assessment \(CNA\)](#)
- Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
Last Full Self-Study: Fall 2023, Next Full Self-Study: SY 2028-2029 (Niu Valley Middle School elects to have its Full Self-Study on Year 5 to align with the IB MYP 5-year Reauthorization process and to support a parallel visit)
- Other current accreditation self-study (IB MYP 5-year Reauthorization)

Please identify critical student learning needs and the root/contributing cause(s) 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?”

To identify additional critical student needs, please insert a new row and duplicate the “Student Need” and “Root/Contributing cause(s)” text as needed. Please number the student need and root/contributing cause(s) for ease of cross-referencing.

Student Need: Strengthen Literacy

1

SBA ELA Met/Exceeded %						
	ELA Gr 6	ELA Gr 7	ELA Gr 8	ELA School Total	Complex Area	State
2017-18	74%	79%	76%	77%	59%	54%
2018-19	74%	73%	68%	72%	56%	52%
2019-20	No SBA Data					
2020-21	67%	72%	69%	70%	56%	50%
2021-22	68%	77%	66%	70%	56%	50%
2022-23	69%	74%	73%	71%	60%	50%

Root/Contributing cause(s):



- 1A) The lack of clear connections between Literacy PD, instructional practices, and student data results. (WASC CA#2)
- 1B) Universal screener results consistently indicate a majority of students struggle with Comprehension especially with Informational Text. The school needs to continue building a culture of "Literacy across the disciplines" in which all teachers are literacy teachers. The school needs to continue to build upon literacy strategies and practices to support literacy across the school.
- 1C) There is a need for analysis/reflection of scope and complexity of texts (informational text) to ensure for intentional engagement and appropriate access to further develop reading comprehension skills.

2 Student Need: Strengthen Math

SBA Math Met/Exceeded %						
	Math Gr 6	Math Gr 7	Math Gr 8	Math School Total	Complex Area	State
2017-18	64%	59%	61%	61%	48%	38%
2018-19	63%	61%	60%	61%	48%	38%
2019-20	No SBA Data					
2020-21	46%	42%	40%	42%	36%	37%
2021-22	56%	46%	57%	54%	43%	38%
2022-23	60%	48%	58%	55%	46%	33%



Root/Contributing cause(s):

- 2A) The lack of clear connections between Math PD, instructional practices, and student data results. (WASC CA#2)
- 2B) Beginning of the year universal screener math results indicate 50% of students enter each grade level already below grade-level standards. The school lacks a comprehensive response to intervention systems to support the building of math skills. (WASC CA#4)
- 2C) There is a need to review systems that ensure student access to aligned math resources and engagement in grade-level math content and skills

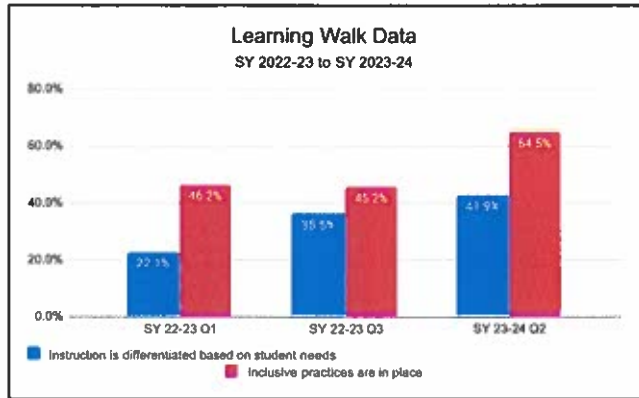
3 Student Need: Address Achievement Gap

Language Arts Achievement Gap (% difference compared to non-high needs students)				
	High Needs	Low SES	EL	IDEA
SBA - SY 22-23	29%	17%	50%	58%
STAR - SY 23-24 BOY	29%	21%	60%	38%

Math Achievement Gap (% difference compared to non-high needs students)				
	High Needs	Low SES	EL	IDEA
SBA - SY 22-23	28%	21%	27%	56%
STAR - SY 23-24 BOY	32%	30%	28%	47%

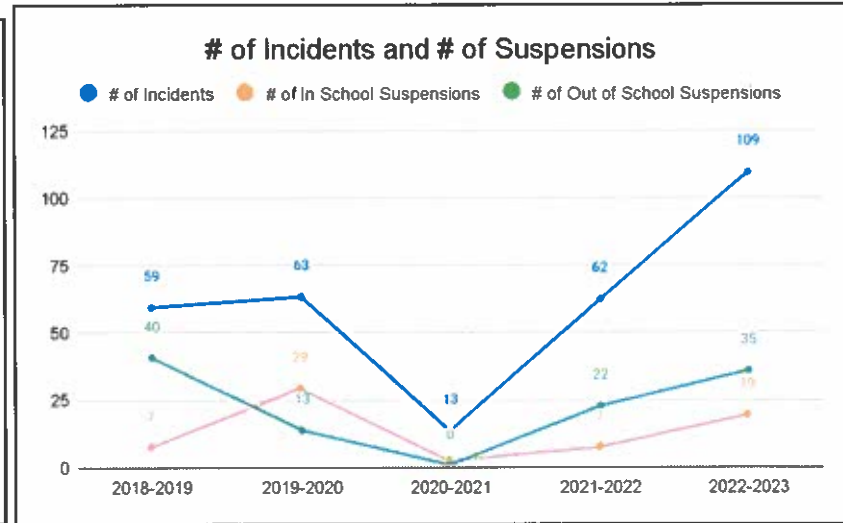
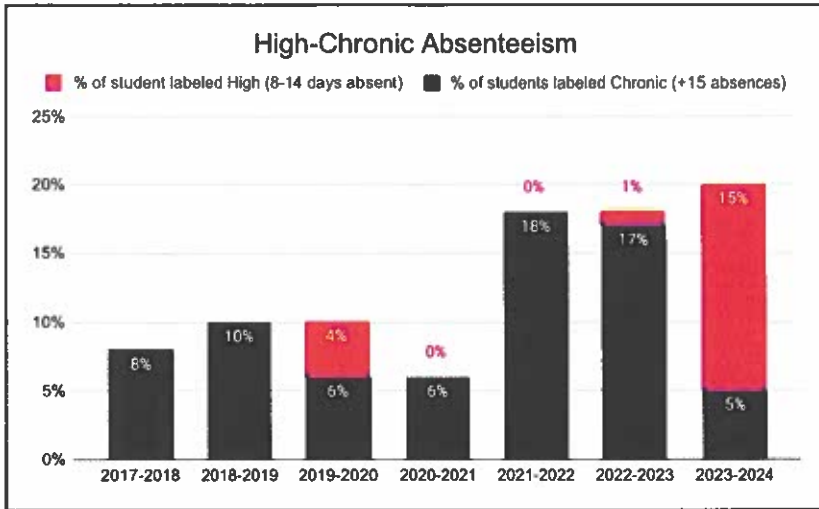


Root/Contributing cause(s):

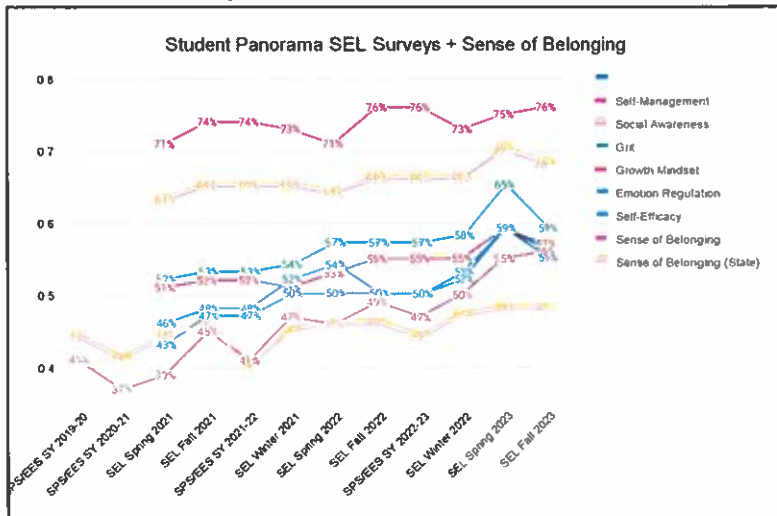


- 3A) Although the school is making progress, a large number of classes have not been observed utilizing inclusive practices including differentiated instruction. Need to review the school’s HMTSS to ensure appropriate interventions (including differentiated instruction) effectively support student needs.
- 3B) Only 49% of teachers in SY 2023-2024 meet the SIQ requirements to be qualified to “address EL’s student’s language development.”
- 3C) School is still in the process of developing systems of support for co-teaching
- 3D) The school lacks a consistent system for professional reflection to grow instructional practices to support learning. (BERC)

4 Student Need: Strengthen Systems to Support to Increase Attendance and Positive Behavior



Root/Contributing cause(s):



- 4A) Large percentage of students struggle with SEL especially within the domain of Sense of Belonging (45% of students with negative responses).
- 4B) Lack of an effective communication system for absenteeism.

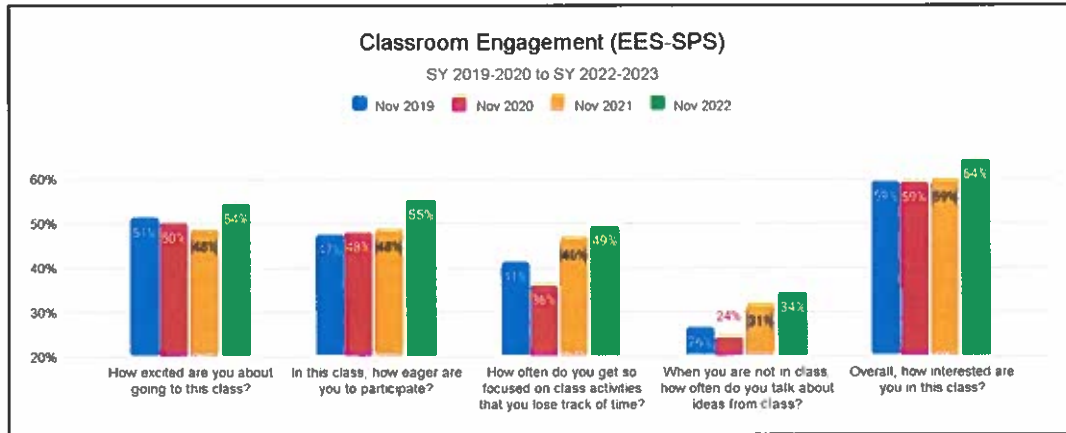


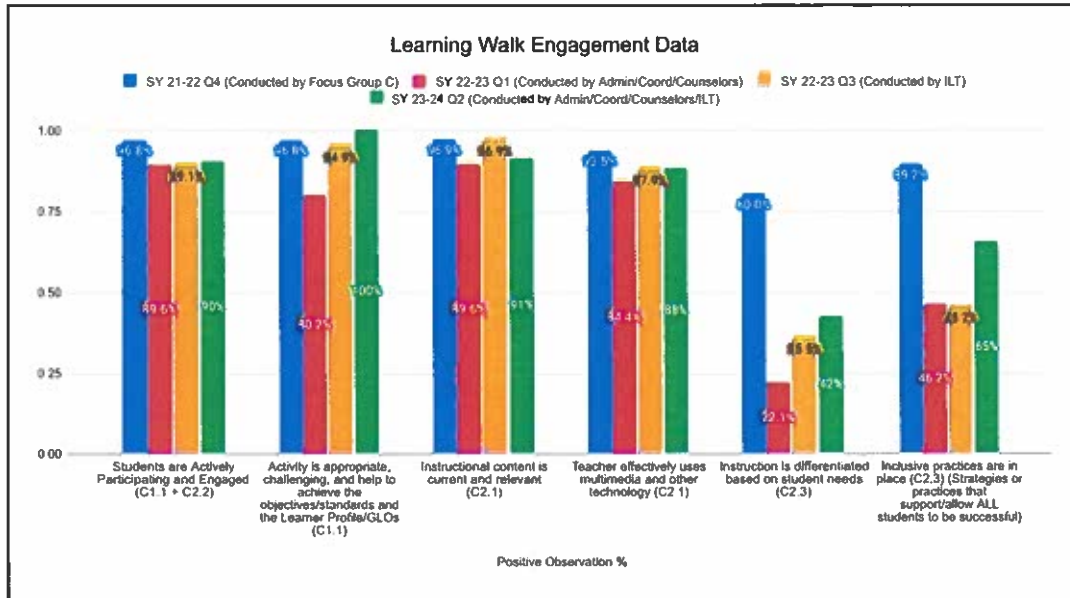
4C) Sustain a consistent transition program for students both entering and exiting middle school

4D) Teachers and leadership reflect on the purpose and benefit of the advisory program in order to maximize this resource and have a positive impact on the development of the "whole child." (WASC CA#3)

4E) School lacks a comprehensive PBIS system to encourage and recognize attendance and positive behavior. (PBIS Rewards)

5 **Student Need:** Increased student engagement





Root/Contributing cause(s):

- 5A) Need for authentic learning experiences, relevant content/concepts, and rigorous assessments - Strengthen IB MYP curriculum to expand opportunities for service as action, conceptual-based assessment, and interdisciplinary learning. (WASC #5) (IDU, Community Engagement)
- 5B) Need for a common instructional framework and a system to encourage teacher reflection to grow instructional practices to support learning and student engagement. (BERC)
- 5C) Need to increase parental knowledge of school and complex initiatives to increase parental engagement (WASC #1)



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

To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.

1

Targeted Subgroup: "High Needs" Population: Special Education students, English Learners, and low socioeconomic status students

Identified Student Need(s): Academic supports to address learning gap (reading, math, and science)

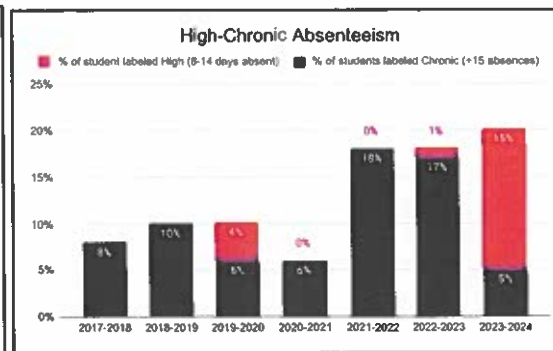
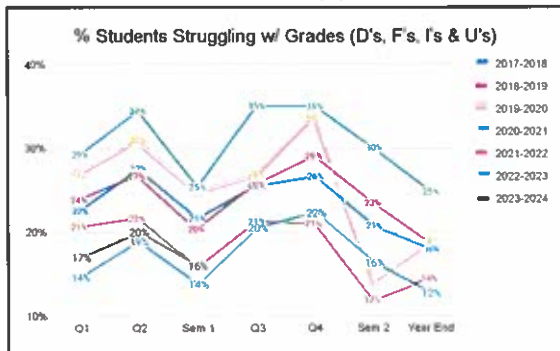
	SBA ELA Achievement Gap				SBA Math Achievement Gap				HSA Science Achievement Gap			
	High Needs	Low SES	EL	IDEA	High Needs	Low SES	EL	IDEA	High Needs	Low SES	EL	IDEA
SY 18-19	-44%	-31%	-71%	-65%	-36%	-32%	-25%	-64%				
SY 20-21	-38%	-29%	-56%	-65%	-33%	-35%	-21%	-46%	-39%	-37%	-55%	-50%
SY 21-22	-38%	-32%	-49%	-56%	-36%	-30%	-33%	-53%	-20%	-17%	-27%	-33%
SY 22-23	-29%	-17%	-50%	-58%	-28%	-21%	-27%	-56%	-38%	-23%	-58%	-71%

- Academic supports to address learning gap (reading, math, and science)
- Inclusive Practices to support the rigorous IB MYP curriculum framework/ standards
 - Including differentiated instruction and Tier 1 interventions to address identified learner needs

2

Targeted Subgroup: Vulnerable Students: Students w/ unsatisfactory grades (D's, F's, I's, U's) and Chronically Absent

Identified Student Need(s):





One-Year MS Academic Plan SY 2024-2025

- Meaningful Middle Level Education systems to address whole child education and socio-emotional needs.
- Engaging instruction within a rigorous and relevant curricula framework.
- A comprehensive positive behavior intervention support system
- Coordinated support to assist with monitoring progress and promoting attendance.



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.

<p>Desired Outcomes <i>"What do we plan to accomplish?"</i></p>	<p>Root/Contributing Cause <i>"Why are we doing this?"</i></p>	<p>Enabling Activities and Position of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i></p>	<p>Monitoring of Progress (Initial & Intermediate Student Outcomes) <i>"How will we know progress is being made?"</i></p>	<p>Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i></p>
--	---	--	--	--



One-Year MS Academic Plan SY 2024-2025

Reading Proficiency

1.1.2. All students read proficiently by the end of eighth grade. All students who do not read proficiently receive necessary and timely support to become proficient.

1A
1B
1C

EA 1.1.2 (1) Continue Literacy Team efforts in analyzing literacy data, setting goals, and planning and implementing supports. Additionally the Literacy Team continues work towards building connections between PD, practices, and assessment.

Leads: - Literacy Team

EA 1.1.2 (2) Building a culture of Literacy Across the Curriculum

- Building literacy strategies with all teachers including the School-Wide Spotlight Strategy
- Expanding opportunities for students to interact with Informational text across the disciplines
- Providing resources to support comprehension

Leads: - Literacy Team

EA 1.1.2 (3) Provide students with rigorous and relevant IB Middle Years Programme curriculum, including IB MYP Language and Literature subject area which engages students in a wide range of literary and informational texts.

- Building a system for analysis/reflection of scope and complexity of texts (informational text) to ensure for intentional engagement and appropriate access to further develop reading comprehension skills.

Leads: - Literacy Team

SBA Reading Results

STAR Reading Results including Student Growth Percentile (SGP) and achievement in Reading Comprehension

Program Implementation Learning Walks

Student work samples of citing evidence using informational texts. (RACE/CIT)

Grant:CLSD, \$37,940 (updated 3/1/24)

- WSF, \$10,000
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Other:__, \$g



Mathematics Proficiency

2A
2B

1.1.3. All students are proficient in mathematics by the end of eighth grade. All students who are not proficient receive necessary and timely support to become proficient.

EA 1.1.3 (1) Continuing the Math Personal Learning Network (PLN) in analyzing math data, setting goals, and planning and implementing supports. Additionally the Math PLN continues work towards building connections between PD, practices, and assessment.

Lead: Math PLN

EA 1.1.3 (2) Strengthen RTI to support Math

- Identify student subgroup (SLD, OHI) and create systems for Tier 2 and Tier 3 math RTI/supports.
- Implementation of Tier 1 interventions including Building Thinking Classroom practices to increase access and engagement.
- Strengthen/Continue Math inclusion

Lead: Math PLN / RTI Coordinator

EA 1.1.3 (3) Support math understanding through supplemental curriculum programs:

- Into Math Textbooks (grade level and advanced)
- Plan and purchase supplemental math materials (books, manipulatives, etc) for Tier 3 and 3 supports.
- Desmos Online

Lead: Math Department Head

SBA Math Results

STAR Math Results including Student Growth Percentile (SGP)

WSF, \$100,000

- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:__, \$
- Other:__, \$



One-Year MS Academic Plan SY 2024-2025

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

3A
3B
3C
3D

EA 1.1.4 (1) Strengthen instruction and RTI efforts with Inclusive Practices

- Inclusive Practices PD
 - UDL
 - Sheltered Instruction
 - Quality Interactions
 - Inclusion
 - Inclusion Team Training
- Comprehensive EL Plan - Year 4 Strategic Goals and High Leverage Strategies
- Strengthen and support co-teaching classes
- Embedded planning and collaboration opportunities
 - Common prep periods
 - Coordinated Department meetings
- Continue efforts of HMTSS to support students with appropriate interventions
- Expand access to study hall

Lead: EL Success Team Liaison / EL Coordinator / HTMSS Lead
SSC

SBA Reading and Math Results including Achievement Gap

STAR Reading and Math Results including Achievement Gap

Program learning walk data

WSF, \$15,000
Title II, \$7,000
(PD?)

- Title I, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:__, \$
- Other:__, \$



One-Year MS Academic Plan SY 2024-2025

1.1.5. All students transition successfully at critical points, from elementary to middle school, **AND** from middle to high school, **AND** during non-traditional times (e.g., new students mid quarter).

4A
4C

EA 1.1.5 (1) / EA 1.2.1 (1) Deepen MLE tenets to broaden supportive relationships and success of the whole child

- Teams (Small learning community)
- Advisory - Adult Advocate
- Aligned focus/lessons (Relationship/team building curriculum)
- MLE PD

Lead: MLE Coordinator

EA 1.1.5 (2) Transition Programs

- Create new to Niu Valley student orientation program
- Incoming Grade 6 Summer Transition Program
- Elementary to Middle School Counselor Presentations and school visit
- Parent Orientation/Transition Events
- High school presentations/workshops/events

Leads: Counselors, Department Head, SAC

Panorama Student SEL Survey Results Including in the Sense of Belonging Domain

Other:Parent/Guardian Funded Summer Program, \$100 per student

District Funds for Summer Program: \$38,432.34

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:__, \$

1.1.6. Provide rigorous and relevant curriculum to engage and support all learners. (School Created)

5A
5B
5C

EA 1.1.6 (1) / EA 1.2.3 (1) / EA 1.3.1 (2) / EA 1.3.2 (1) /Strengthen IB MYP Curriculum and Framework

- IB MYP Workshops
- Conferences to support rigorous and relevant curriculum

Lead: Curriculum Coordinator

EA 1.1.6 (2) Provide all students with authentic learning opportunities

- Service As Action Units (IB 1)
- Interdisciplinary Units (WASC #5)

Lead: Curriculum Coordinator

Quarterly End-of-Unit Student Survey Results

WSF, \$10,000

Mid-Quarter and Quarter Grades

School-Wide Curriculum Map Database Data

- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:__, \$



f

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

Desired Outcomes <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 Position of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Student Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>1.2.1. All students desire to and attend school regularly.</p>	<p>4A 4B 4E</p>	<p>EA 1.1.5 (1) / EA 1.2.1 (1) Deepen MLE tenets to broaden supportive relationships and success of the whole child</p> <ul style="list-style-type: none"> ● Teams (Small learning community) ● Advisory - Adult Advocate ● Aligned focus/lessons (Relationship/team building curriculum) ● MLE PD <p><u>Lead:</u> MLE Coordinator</p> <p>EA 1.2.1 (2) Revise Absenteeism Communication System</p> <p><u>Lead:</u> Designated VP</p> <p>EA 1.2.1 (3) Building school pride and culture through intentional student activities</p> <p><u>Lead:</u> Student Activities Coordinator</p>	<p>Attendance Data including Daily Attendance Rates and Chronic Absentee Data</p>	<p>WSF, \$8,000</p> <ul style="list-style-type: none"> ● Title I, \$ ● Title II, \$ ● Title III, \$ ● Title IV-A, \$ ● Title IV-B, \$ ● IDEA, \$ ● SPPA, \$ ● Homeless, \$ ● Grant: __, \$ ● Other: __, \$



One-Year MS Academic Plan SY 2024-2025

1.2.2. All students demonstrate positive behaviors at school.

4A
4E

EA 1.2.2 (1) Revise PBIS policies to promote a positive learning environment

- Revisit MLE curricular program (Character education)
- Coordinate/supplement SEL curriculum
- Continue PBIS Committee efforts (matrix, reward system,)

Create system to monitor and recognize student achievement of its general learner outcomes: IB Learner Profile / ATL Skills (WASC #6)

- Awards/recognition

Lead: PBIS Committee Chair / PBIS Committee Chair

Behavioral Incident Data

WSF, \$7,000

- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:__, \$
- Other:__, \$

1.2.3. All students experience a [Nā Hopena A'o](#) environment for learning.

5A

EA 1.1.6 (1) / EA 1.2.3 (1) / EA 1.3.1 (2) / EA 1.3.2 (1) Strengthen Plan for school wide [Nā Hopena A'o](#) training (plan with District RT)

IB MYP Curriculum and Framework

- Service As Action
 - Aina Aloha
 - NVEST
- Interdisciplinary Units (WASC #5)
- IB MYP Workshops
-

Lead: Curriculum Coordinator

School-Wide Curriculum Map Database Data

Grant: \$5000

- WSF, \$5000
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Other:__, \$



★ **GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement**

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Position of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Student Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>1.3.1. All students, throughout their Grade 6-8 experience, engage in a variety of career, community, and civic opportunities.</p>	<p>5A</p>	<p>EA 1.3.1 (1) / EA 1.3.2 (2) Expand engagement in career pathway opportunities</p> <ul style="list-style-type: none"> ● Advisory Curriculum <ul style="list-style-type: none"> ○ Find Your Grind ○ Climb HI ○ RIASEC ● Strengthen annual Career Day and Health Fair <p><u>Lead:</u> MLE Coordinator / CTE Lead Teacher</p> <p>EA 1.1.6 (1) / EA 1.2.3 (1) / EA 1.3.1 (2) / EA 1.3.2 (1) Strengthen IB MYP Curriculum and Framework</p> <ul style="list-style-type: none"> ● Service in Action (IB#1) <ul style="list-style-type: none"> ○ Aina Aloha ○ Niu Valley Environmental Service Team ○ Paws for a Cause ● Interdisciplinary Units (WASC #5) 	<p>Participation/Usage data for Find Your Grind</p> <p>Student Survey Data on Career Day and Health Fair</p>	<p>WSF, \$5,000</p> <ul style="list-style-type: none"> ● Title I, \$ ● Title II, \$ ● Title III, \$ ● Title IV-A, \$ ● Title IV-B, \$ ● IDEA, \$ ● SPPA, \$ ● Homeless, \$ ● Grant: __, \$ ● Other: __, \$



K-12 Alignment
1.3.2 All middle school students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to IB programmes.

5A

EA 1.1.6 (1) / EA 1.2.3 (1) / EA 1.3.1 (2) / EA 1.3.2 (1) /Strengthen IB MYP Curriculum and Framework

- Continued focus on teaching Approaches to Learning Skills
- Service in Action
- Interdisciplinary Units
- IB MYP Workshops
- IB MYP Annual Course Work Requirements, including:
 - Language Acquisition (Japanese or Mandarin)
 - Physical Education and Health
 - Fine Arts
 - Design

Lead: Curriculum Coordinator

EA 1.3.1 (1) / EA 1.3.2 (2) Increase engagement in Career Pathways

- High School Visits and Assemblies
- Analysis of Find Your Grind and RIASEC EOY reports to support transition to high school

Lead: Student Activities Coordinator / CTE Lead Teacher

School-Wide Curriculum Map Database Data

Participation/Usage data for Find Your Grind and RIASEC

State CTE: \$6,500

- 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 Outcomes <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 Position 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>Please estimate the additional amount needed to execute the enabling activity.</i>
2.1.1 All teacher positions are filled with qualified hires that include SIQ hours and/or TESOL certification by 26-27 SY.	3B	EA 2.1.1 (1) Support professional growth and progress towards all teachers meeting SIQ requirements through PD. <u>Lead:</u> EL Coordinator	Staff SIQ List (Comprehensive EL Plan)	WSF <ul style="list-style-type: none"> ● Title I, \$ ● Title II, \$10,0 ● Title III, \$ ● Title IV-A, \$ ● Title IV-B, \$ ● IDEA, \$ ● SPPA, \$ ● Homeless, \$ ● Grant: __, \$ ● Other: __, \$



One-Year MS Academic Plan SY 2024-2025

2.1.2 All teachers are effective or receive the necessary support to become effective.

5B

EA 2.1.2 (1) School Level Induction System and School Level Mentor Program

Lead: School Level Mentor Lead

EA 2.1.2 (2) Collaborative Inquiry Team process to support collective efficacy and professional development.

Lead: Data Coordinator

EA 2.1.2 (3) Implementation of an instructional framework and system to support teacher reflection

- On-going PD opportunities
- Stipend and Sub Days

Lead: Innovation Coordinator

Staff Data on School Trends Report (Ave. Years of Experience, Licensed %, etc.)

Teacher Panorama SEL Survey Data

WSF, \$10,,000

- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- Homeless, \$
- Grant:___, \$
- Other:___, \$

2.2.2 All schools' support staff are effective or receive the necessary support to become effective.

n/a

EA 2.2.2 (1) Refinement of Administration Roles and Responsibility List to support all staff groups

Lead: Principal

EA 2.2.2 (2) Strengthening Classified Staff Leadership Meeting group through weekly meeting to build capacity

Lead: Designated VP

Staff Panorama SEL Survey Data

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- 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 Outcomes <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 Position 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>Please estimate the additional amount needed to execute the enabling activity.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	n/a	EA 3.3.1 (1) Continue regular SSC meetings to engage and empower the school community <u>Lead:</u> SASA / Principal	SCC Membership SCC Minutes and Attendance as seen on school website	<ul style="list-style-type: none"> ● 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.

<p>Desired Outcomes "What do we plan to accomplish?"</p>	<p>Root/Contributing Cause "Why are we doing this?"</p>	<p>Enabling Activities and Position of Accountable Lead(s) "How will we achieve the desired outcome?" "Who is responsible to oversee and monitor implementation and progress?"</p>	<p>Monitoring of Progress "How will we know progress is being made?"</p>	<p>Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.</p>
<p>3.3.2 Family and Community Engagement (required) Increase parent/guardian engagement in student learning.</p>	<p>5C</p>	<p>EA 3.3.2 (1) Increase and advertise opportunities for parents to engage with the school and build understandings of school/complex initiatives (IB MYP)</p> <ul style="list-style-type: none"> ● Parent Workshops ● Informational Videos ● Open House ● Student Showcase Nights ● Parent/Community Groups (SCC and Friends of Niu Valley) <p><u>Lead:</u> PCNC / Innovation Coordinator / Curriculum Coordinator</p> <p>EA 3.3.2 (2) Continue engaging with parents and families through various online venues</p> <ul style="list-style-type: none"> ● Google Classroom ● Infinite Campus Gradebook ● School Messenger - SMS and Email ● School Website <p><u>Lead:</u> PCNC / Innovation Coordinator</p>	<p>Parent Panorama SQS Data including Return Rate</p> <p>Parent Engagement Data for Events -Agendas, minutes -Post-Event Parent Surveys -Attendance Data</p>	<ul style="list-style-type: none"> ● WSF, \$ ● Title I, \$ ● Title II, \$ ● Title III, \$ ● Title IV-A, \$ ● Title IV-B, \$ ● IDEA, \$ ● SPPA, \$ ● Homeless, \$ ● Grant: __, \$ ● Other: __, \$

APPENDIX: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section 302A-251](#), as well as the current Hawaii State Teachers Association (HSTA) collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases **Niu Valley Middle School** current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours) 1068

Did your school submit a SCC Waiver Request Form? Please explain.

Yes, the school requested and was approved for two additional waiver days to be used to provide opportunities for all teachers to receive PD in the areas of sheltered instruction, inclusive practices, middle level education, and/or the IB Building Quality Curriculum process.

Bell Schedule: [Bell Schedule](#)