


Niu Valley Middle School Academic Plan SY 2025-2026

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Honolulu, HI 96821
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niuvalleymiddle.org

- ☒ Non-Title 1 School ☐ Title 1 School ☐ Kaiapuni School (Self Contained) ☐ Kaiapuni School (Shared School Site)

Submitted by Principal Jeffrey Shitaoka	
	4/8/2025

Approved by Farrington-Kaiser-Kalani (FKK) Complex Area Superintendent Rochelle Mahoe, Ph.D.	
 Rochelle Mahoe (Apr 8, 2025 16:20 HST)	04/08/2025

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

VIABLE QUALITY CURRICULUM

This section highlights the comprehensive instructional programs and supplementary instructional materials used by each core subject area.

Please utilize the dropdown list to select the comprehensive instructional program(s) being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grade 6	Other: IB MYP Language & Literat... ▾	Other: IB MYP Math/ HMH Into Math ▾	IB MYP Science	IB MYP Individuals & Societies
Grade 7	Other: IB MYP Language & Literat... ▾	Other: IB MYP Math/ HMH Into Math ▾	IB MYP Science	IB MYP Individuals & Societies
Grade 8	Other: IB MYP Language & Literat... ▾	Other: IB MYP Math/ HMH Into Math ▾	IB MYP Science	IB MYP Individuals & Societies
	Select One ▾	Select One ▾		

Please list all supplementary instructional materials used to enrich or extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools shall indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Special Education				
English Learners (EL Comp Plan SY'24-'25)	Flashlight 360			
Others:				

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

How does your school document HMTSS student interventions? Please select all that apply. If “Other” is selected, please explain.

☐ Panorama ☒ School-created template ☐ Other:

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered screening, and/or other progress monitoring assessments designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the screening and/or progress monitoring assessments used, and specify the grade level(s) or course name. If “Other” is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
Grade 6	STAR Enterprise ▾	STAR Enterprise ▾
Grade 7	STAR Enterprise ▾	STAR Enterprise ▾
Grade 8	STAR Enterprise ▾	STAR Enterprise ▾

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 for those needs and gaps, as identified in one or more of the following:

- ☒ Current Comprehensive Needs Assessment ([CNA SY'24-'25](#))
- ☒ Other current assessment/self-study report ([IB Programme Evaluation Report 12/2023](#))
- ☒ Current Western Association of Schools and Colleges report ([WASC 9/2023](#))

Year of Last Visit: Fall 2023

Type of Last Visit: Full Self-Study -

Year of Next Action: SY 2028-2029

Type of Next Action: Mid-Cycle Report & Visit -

Year of Next Self-Study:

SY 2028-2029

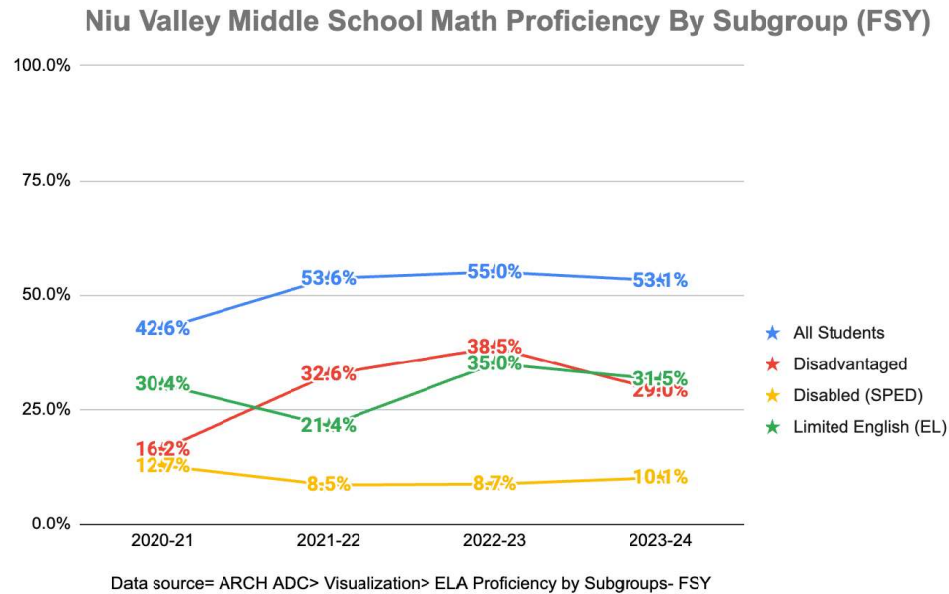
Please identify critical student learning needs and the root/contributing cause why these needs have been prioritized.

"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

Please number the student need and root/contributing cause for ease of cross-referencing.

1	<u>Student Need:</u> Consistent yearly growth to sustain/ elevate proficiency levels (Math Focus)							
	<u>GROWTH</u>				<u>PROFICIENCY</u>			
	ARCH ADC (FSY)	SBA Growth SY'21-'22	SBA Growth SY'22-'23	SBA Growth SY'23-'24	ARCH ADC (FSY)	SBA Prof SY'21-'22	SBA Prof SY'22-'23	SBA Prof SY'23-'24
	Overall- Math	75.30%	66.70%	60.90%	Overall- Math	53.60%	55.00%	53.10%
	Grade 8	76.80%	80.90%	66.50%	Grade 8	57.60%	56.90%	52.60%
	Grade 7	71.10%	48.20%	55.80%	Grade 7	45.40%	47.60%	51.40%
	Grade 6	77.10%	72.60%	60.80%	Grade 6	56.00%	60.30%	55.40%
	<u>Root/Contributing Cause:</u>							
	1A: Need for a more meaningfully relevant continuous improvement process to yield regular reviews of data and analysis of trends on student progress/growth							
	1B: Need for a reflective system of measuring impact/ results connected to various instructional practices/ efforts							
	1C: Need for coherence in aligning progression of rigorous expectations across grades/ content areas							

2 **Student Need: Targeted Interventions to Address Performance Gaps (Math Focus)**



#RTI svc'd (Q2)- Math	# targeted students supported	% improved grades (Q2)	% positive diagnostic growth (MOY)	avg # sessions/wk (Q2 svcs)
6th	28	17%	53%	2.6
7th	27	4%	52%	1.7
8th	10	10%	50%	2.6
ttls/ avg	65	10%	52%	2.3

Root/Contributing Cause:

2A: Need for collective approaches/ scaffolds to appropriately address intervention needs/ development of skills that yield desirable learning and performance results for struggling students

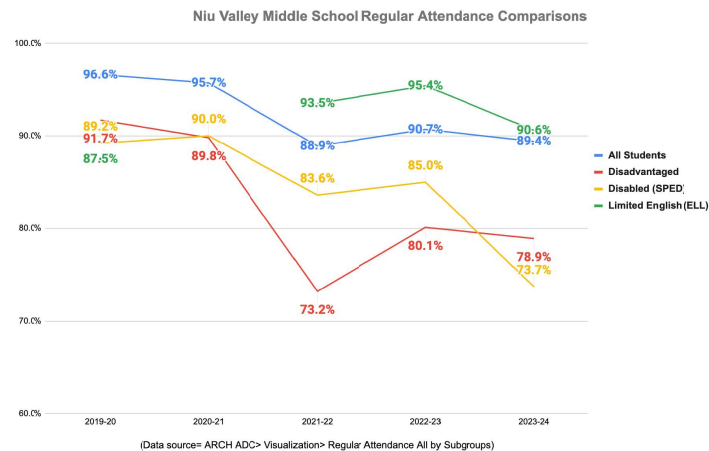
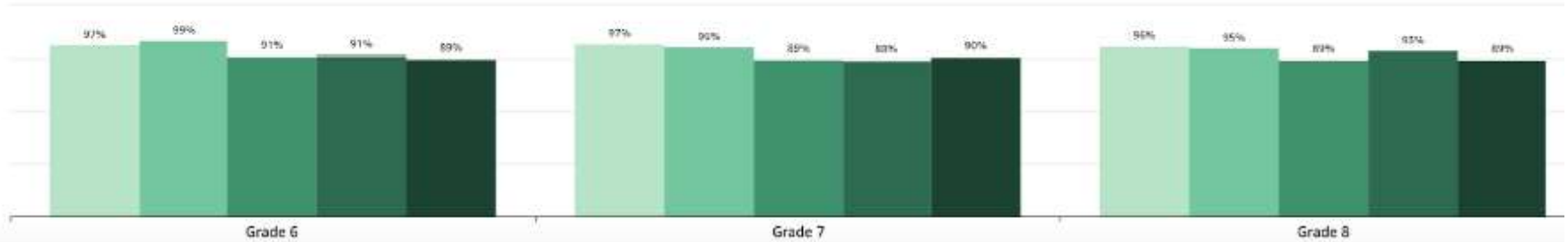
2B: Need for responsive solutions to provide adequate opportunities to access students with targeted achievement needs

2C: Need for ongoing reviews/monitoring of support and progress for high needs students across courses

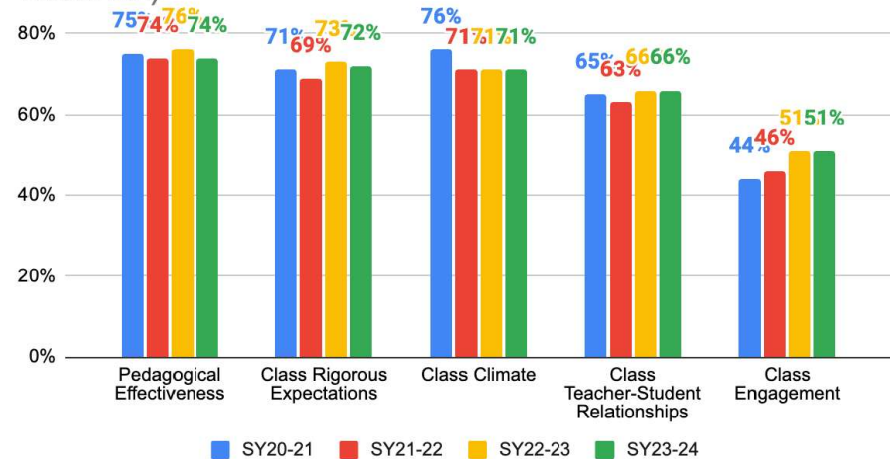
Student Need: Strengthened Middle Level Education Teaming to Foster Relationships that can Impact Attendance and Engagement

Regular Attendance by Grade

2019-20 2020-21 2021-22 2022-23 2023-24



Panorama Student Perception Survey (EES- Student Classroom)



Root/Contributing Cause:

3A: Need for regular review of attendance concerns particularly for the school's high needs populations that can potentially be assisted by growing teacher relationships/adult advocacy

3B: Need for ongoing efforts to continue to increase favorable student perceptions about class experiences

3C: Need for shared ownership of practices to continue to promote an effective engaging climate of rigorous expectations

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

1 Targeted Subgroup: Low performing students particularly in Math coursework (grades)

Q2 PR #D/Fs CORE	Q2 #D/Fs	Q2 Math	Q2 SocSt	Q2 Other
SY '24-'25- Q2 D's/F's Overview (# students)	Q2 ELA	Q2 Math	Q2 Sci	Q2 SocSt
Overall	D's= 26 F's= 3	D's= 65 F's= 5	D's= 38 F's= 9	D's= 46 F's= 2
Grade 6 (n=31)	D's =2	D's= 20 F's= 4	D's =7	D's = 10
Grade 7 (n=59)	D's=16 F's= 2	D's= 34	D's= 3	D's= 2
Grade 8 (n=52)	D's= 8 F's= 1	D's= 11 F's= 1	D's= 28 F's= 9	D's= 8 F's= 2

Identified Student Need(s):

- Foundational prerequisite knowledge and skills to adequately access grade level or content area tasks
- Small group intervention to address learning needs
- Scaffolded practice opportunities to reinforce knowledge and skill deficits

2 Targeted Subgroup: High Needs (HN- EL, SpEd) students who struggle with adequate performance/ proficiency (achievement measures)

Math Proficiency By Subgroup (Data source= ARCH ADC> Visualization> ELA Proficiency by Subgroups- FSY)				
	All Students	Disadvantaged	Disabled (SPED)	Limited English (EL)
2020-21	42.6%	16.2%	12.7%	30.4%
2021-22	53.6%	32.6%	8.5%	21.4%
2022-23	55.0%	38.5%	8.7%	35.0%
2023-24	53.1%	29.0%	10.1%	31.5%

	<p><u>Identified Student Need(s):</u></p> <ul style="list-style-type: none">• High leverage language strategies (EL) or Specially Designed instruction (SpEd) to mitigate access barriers• Scaffolded practice opportunities to reinforce knowledge and skill deficits• Additional Tier II/ Tier III support to address specific language or identified needs															
3	<p><u>Targeted Subgroup:</u> Vulnerable learners struggling with satisfactory class expectations and performance results who have attendance or chronic absenteeism concerns</p> <div><p>Chronic Absenteeism (Data source= LEI Kulia> Attendance> Chronic Absenteeism- Nov2024)</p><table><tr><th>Year</th><th>% Attending Regularly</th><th># Students</th></tr><tr><td>2020-2021</td><td>5.9%</td><td>45</td></tr><tr><td>2021-2022</td><td>18.0%</td><td>136</td></tr><tr><td>2022-2023</td><td>17.4%</td><td>138</td></tr><tr><td>2023-2024</td><td>21.8%</td><td>180</td></tr></table></div> <p><u>Identified Student Need(s):</u></p> <ul style="list-style-type: none">• Missed instruction/ learning experiences to adequately engage successfully in academic tasks• Coordinated opportunities to obtain instructional assistance for learning needs• Possible adult advocacy/ guidance to support social emotional needs	Year	% Attending Regularly	# Students	2020-2021	5.9%	45	2021-2022	18.0%	136	2022-2023	17.4%	138	2023-2024	21.8%	180
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Priority 1 High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</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 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>Estimate the additional amount needed to execute the enabling activity.</i>
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.	1C 3B 3C <i>IB#2 Matter</i> <i>CNA#1</i>	EA 1.1.2 (1) Engage students in rigorous and relevant curriculum that focuses on International Baccalaureate Middle Years Programme (IB MYP) Language and Literature content expectations with aligned conceptual learning opportunities to successfully address a range of literary and informational texts <ul style="list-style-type: none"> • Deepen analysis and reflection of complex texts to ensure appropriate access that further develops reading comprehension skills. <u>Leads:</u> Curriculum/ IB Coordinator & ELA Department EA 1.1.2 (2) Expand accessible reading opportunities with supplemental resources and support to enhance reading performance <u>Leads:</u> ELA Department/ Lead	IB MYP curriculum assessment progress Universal Diagnostic Screener growth results SBA Interim progress measures	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$

<p>Mathematics Proficiency</p> <p>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.</p>	<p>1C 2A 2B</p> <p><i>IB#2 Matter CNA#1 & #5</i></p>	<p>EA 1.1.3 (1) Continue to provide rigorous Tier 1 core instruction and practice that build mathematical thinking and conceptual understanding to elevate math performance and proficiency</p> <ul style="list-style-type: none"> Extend efforts to analyze math data (e.g. SBA Interim measures) to connect professional learning, instructional practices, and assessment results to address ongoing needs <ul style="list-style-type: none"> Building Thinking Classrooms Math Professional Learning Network Math Inclusion efforts <p><u>Leads:</u> Curriculum Coordinator & Math Department / Lead</p> <p>EA 1.1.3 (2) Focus Response to Intervention (RTI) efforts to address learning and achievement gaps in Math</p> <ul style="list-style-type: none"> Establish dedicated service opportunities to target math intervention support that includes the instructional use of SBA interim assessment items Further develop the school's RTI system to prioritize needs and monitor ongoing progress with SBA Interim and other measures to track growth for improved student performance <p><u>Leads:</u> RTI Teacher Lead/ Data Coordinator</p> <p>EA 1.1.3 (3) Strengthen math understanding with supplemental curriculum resources and support</p> <ul style="list-style-type: none"> Into Math/ Algebra materials Desmos online access Other math programs/ tools intended to enhance core instruction <p><u>Leads:</u> Math Department/ Lead</p>	<p>Curriculum assessment progress</p> <p>Universal Diagnostic Screener growth results</p> <p>SBA Interim progress measures</p> <p>RTI progress/ growth tracking data</p>	<p><input checked="" type="checkbox"/> WSF, \$15,000</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Oth</p>
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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<p>1A 2C 3A</p> <p>WASC#4 Critical Area CNA#2</p>	<p>EA 1.1.4 (1) Enhance the alignment of the the school's Multi-Tiered Student Support (HMTSS) efforts with a data informed teaming process to adequately address academic performance concerns along with various student needs</p> <ul style="list-style-type: none"> • Kid Talk Team Learning Concerns (TLC) support • HMTSS Monthly Review of Student Concerns • RTI (Math) & Learning Lab (LL) coordination • English Learner (EL) Design Team efforts w/ high leverage strategies • Inclusive Practices & Specially Designed Instruction (SDI) <p><u>Leads:</u> HMTSS Lead/ SSC w/ Counselors & Program Coordinators/ Leads (RTI, EL, SpEd)</p>	<p>Meeting/ Support documentation (Kid Talk)</p> <p>Tracking of concerns & intervention efforts (HMTSS spreadsheet)</p> <p>Progress data/ measures (RTI,. LL)</p> <p>Program measures/ documentation (EL reports, SDI logs)</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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<p>1.1.5. All students transition successfully at critical points, from elementary to middle school, AND from middle school to high school, AND during non-traditional times (e.g., new students mid quarter).</p>	<p>3B CNA#2</p>	<p>EA 1.1.5 (1) Sustain various efforts intended to successfully support students during various transitions</p> <ul style="list-style-type: none"> • New to Niu Valley Student Orientations/ Onboarding for students enrolling during/throughout the school year • Elementary to Middle School Counselor Presentations and School Visits for rising/ entering Grade 6 students • Incoming Grade 6 Summer Transition Bridge Program to familiarize Elementary Students with Middle School • High School Informational Assembly Presentations/ Visits & Other Events for exiting Grade 8 students • Parent Orientations/ Information Sessions • Team Bonding Activities • Advisory & Socio-Emotional Learning (SEL) efforts <p><u>Leads:</u> Counselors, Student Activities Coordinator (SAC), MLE Leads/ Teams</p>	<p>Event documentation/ logs (flyers, attendance/ participation sign-ins, reflections)</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$</p>
<p>1.1.6. All learners successfully engage in a broad educational program that supports critical thinking and global citizenship perspectives (School Specific Desired Outcome)</p>	<p>1C 3C IB#1 Matter WASC#5 Critical Area CNA#1</p>	<p>EA 1.1.6 (1) Advance the implementation of the IB MYP Curriculum and Framework to ensure for authentic learning opportunities</p> <ul style="list-style-type: none"> • IB MYP Programme Principles and Standards Enhancements • Service As Action Units • Interdisciplinary Units (IDU) • Expanded MYP Design Process opportunities <p><u>Leads:</u> Curriculum/ IB Coordinator & ILT/ Department Leads</p>	<p>IB Unit Plans/ Lessons Quarterly End-of-Unit Student Survey Results Summative results & Course Marks</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$</p>

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</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 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>Estimate the additional amount needed to execute the enabling activity.</i>
1.2.1. All students desire to and attend school regularly.	2C 3A 3B <i>WASC#3 Critical Area</i> <i>CNA#2</i>	EA 1.2.1 (1) Renew focus on The Successful Middle Level Education (MLE) Essential Attributes & Characteristics to foster a culture that supports relationships and motivate Adolescent Learners to value and participate in school experiences that include <ul style="list-style-type: none"> • Teams that engage students in small learning communities to fosters a sense of belonging • Advisories that offer adult advocacy, guidance and socio-emotional learning • Activities that promote school pride & exploration of interests opportunities • Student-centered teaming efforts that regularly review whole child needs and growth/ progress <u>Lead:</u> MLE/ SAC, Data Coordinator & MLE Leads	Team Meeting minutes/ plans/ documentation of efforts (informational flyers, etc) Review/ analysis of attendance, chronic absenteeism in relation to various performance growth/ progress measures that include perceptual data on sense of belonging and significant adult support on campus	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$

<p>1.2.2. All students demonstrate positive behaviors at school.</p>	<p>3A 3B</p> <p><i>IB#2 Matter</i> <i>WASC#6 Critical Area</i> <i>CNA#2</i></p>	<p>EA 1.2.2 (1) Continue Positive Behavioral Interventions and Supports (PBIS) along with Socio-Emotional Learning (SEL) efforts to promote learning environments that nurture positive choices and actions</p> <ul style="list-style-type: none"> • PBIS incentive programs and Committee efforts • Coordinated SEL curriculum • System of awards/ recognitions that ensure for monitoring of Student Achievement and General Learner Outcomes- IB Learner Profile / ATL Skills <p><u>Leads:</u> PBIS Committee, Counselors, SAC</p>	<p>Review of established PBIS rewards system data</p> <p>SEL curriculum usage/ tracking logs</p> <p>Reflections on IB/ATL efforts</p> <p>Ongoing review of Behavior Incident data/ trends</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p>	<p>3C</p> <p><i>IB#1 & #2 Matter</i> <i>WASC#5 & #6 Critical Area</i> <i>CNA#1 & #2</i></p>	<p>EA 1.2.3 (1) Coordinate Nā Hopena A'o efforts that connect with the school's IB MYP Curriculum and Framework implementation</p> <ul style="list-style-type: none"> • Community Engagement <ul style="list-style-type: none"> ◦ Aloha Aina ◦ Service As Action Units • Interdisciplinary Units (IDU) <p><u>Lead:</u> Curriculum/ IB Coordinator, Aloha Aina POC Liaison & IDU teachers</p>	<p>IB Unit Plans/ Lessons</p> <p>Evidence of Community Engagement Efforts/ Data (Informational/ Planning documentation, reflections)</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input checked="" type="checkbox"/> Other Aloha Aina, \$15,000</p>

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</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 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>Estimate the additional amount needed to execute the enabling activity.</i>
1.3.1. All students, throughout their middle school experience, engage in a variety of career, community, and civic opportunities.	<p>3C</p> <p><i>IB#1 Matter</i></p> <p><i>WASC#5 Critical Area)</i></p> <p><i>CNA#1 & #2</i></p>	<p>EA 1.3.1 (1) Foster engagement in exploring career pathway opportunities</p> <ul style="list-style-type: none"> Coordinated Advisory Curriculum to ensure for career explorations Organization of Annual Career Day and Health Fair information sessions <p><u>Lead:</u> MLE Coordinator, SAC & CTE Lead Teacher</p> <p>EA 1.3.1 (2) Connect Community Engagement to the school's Nā Hopena A'o efforts- EA 1.2.3 (1)</p> <ul style="list-style-type: none"> Community Engagement <ul style="list-style-type: none"> Aloha Aina Service As Action Units Interdisciplinary Units (IDU) <p><u>Lead:</u> Curriculum/ IB Coordinator, Aloha Aina POC Liaison & IDU teachers</p>	<p>Documentation of engagement opportunities/ events (planning, informational documents/ flyers)</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>

<p>K-12 Alignment</p> <p>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 career pathways (e.g., Career Academies, International Baccalaureate, CTE).</p>	<p>1B 3C</p> <p>CNA#1 & #2</p>	<p>EA 1.3.2 (1) Deepen coherence of IB MYP Curriculum and Framework implementation</p> <ul style="list-style-type: none"> • Focus on teaching Approaches to Learning (ATL) Skills • Execute Service As Action • Expand Interdisciplinary Units • Ensure for IB MYP Annual Course Work requirements, including: <ul style="list-style-type: none"> ◦ Language Acquisition (Japanese or Mandarin) ◦ Physical Education and Health ◦ Fine Arts ◦ Design <p><u>Lead:</u> Curriculum/ IB Coordinator & ILT</p> <p>EA 1.3.2 (2) Coordinate opportunities to ensure for engagement in Career Pathway explorations- EA 1.3.1 (1) and transitions- EA 1.1.5 (1)</p> <ul style="list-style-type: none"> • Coordinated Advisory Curriculum to ensure for career explorations • High School Informational Presentations/ Visits & Other Events <p><u>Lead:</u> MLE Coordinator, SAC & CTE Lead Teacher</p>	<p>IB Unit Plans/ Lessons</p> <p>Summative/ Assessment results</p> <p>Advisory Curriculum/ Explorations planning documentation/ reflections</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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Priority 2

High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</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>Estimate the additional amount needed to execute the enabling activity.</i>
2.2.1. All teachers positions are filled with qualified hires that include SIQ hours and/or TESOL certification by SY 26-27.	CNA#3	EA 2.2.1 (1) Continue to advocate for Highly Qualified Teacher (HQT) credentialing that includes SIQ/ TESOL certification by sharing professional learning opportunities for teachers to advance their progress towards meeting HIDEOE HQT designation requirements- (CNA#3) <u>Lead:</u> Principal & EL Coordinator	ARCH Staffing Trend Data EL Program Staff Development files/ HQT Records (EL Comprehensive Plan)	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Other: __, \$
2.1.2. All teachers are effective or receive the necessary support to become effective.	1B 3C WASC#2 Critical Area CNA#3 & #5	EA 2.1.2 (1) Broaden BERC STAR Learning Walk & Powerful Teaching & Learning (PTL) Professional Learning Opportunities to foster reflective practices around the 4 Habits Instructional Framework intended to grow teacher pedagogy towards common/ shared practices	BERC 4 Habits Data & STAR LW documented efforts/ reflections	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Other: __, \$

		<ul style="list-style-type: none"> • Summer Stipends and Sub Release days for leadership development and STAR Learning Walk training efforts <ul style="list-style-type: none"> ○ Maintain ILT facilitation support ○ Build capacity for shared leadership with MLE Leads • School Wide Waiver Day for Learning Walk Opportunity to grow awareness of established instructional practices within Kaiser Complex schools • Teaming efforts to improve collective practices that effectively support adolescent learner success <p><u>Leads:</u> MLE/ Data- Innov Coordinator/ Leads</p> <p>EA 2.1.2 (2) Clarify school level support and mentoring efforts around various program expectations that yield effective instructional practices and positively impact intended student results</p> <p><u>Leads:</u> Curriculum/ IB & Data/ Innov Coordinator & School Level Mentors/ Coaches</p>	<p>School Level/ support/ mentoring documentation</p> <p>Admin walkthroughs/ evals</p> <p>Perceptual surveys- Panorama, School Quality Survey (SQS)</p> <p>Teacher/ Team PLC reflections</p>	
<p>2.2.2. All schools' support staff are effective or receive the necessary support to become effective.</p>	CNA#5	<p>EA 2.2.2 (1) Continue to provide clarity and address refinements needed to existing Roles and Responsibilities for school staff based on established feedback/ communication systems</p> <p><u>Lead:</u> Principal</p> <p>EA 2.2.2 (2) Ensure for appropriate communication and support of effective practices and expectations through an established onboarding and tracked Performance Appraisal System (PAS) that include professional training sessions for SASA & Custodial Staff</p> <p><u>Lead:</u> Designated VP(s)</p>	<p>Communicated/ Documented Roles and Responsibilities/ expectations</p> <p>Performance Appraisal System/ other admin eval reviews</p>	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Other:____, \$



Priority 3

Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</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>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.		EA 3.3.1 (1) Sustain Student Community Council (SCC) efforts to ensure for ongoing input around improving student achievement from the school's various stakeholder groups <ul style="list-style-type: none"> - Quarterly meetings with Principal and stakeholder representation - Consideration of SCC Waivers - Review of Academic Plan and SCC Assurances <u>Lead:</u> SCC Chairperson & Principal	SCC minutes/documentation	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?" Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?" and Position of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.
Family and Community Engagement (required for Title I/III; IDEA) 3.3.2. Opportunities to participate in activities to support improved student and school performance is regularly offered for Family and Community Engagement (School Specific Desired Outcome)	3C WASC#1 Critical Area CNA#4	EA 3.3.2 (1) Continue to provide opportunities for parents to engage with the school to deepen understandings of school/complex efforts (e.g. IB MYP, MLE, etc) intended to promote improved achievement and performance <ul style="list-style-type: none"> Principal "Talk Story"/ Parent Coffee Hours Open House Student Showcase Nights (e.g. Art Faire) Informational Sessions/ Communication/ Videos Lead: Parent Community Networking Centers (PCNC) Liaison / SAC/ Curriculum Coordinator EA 3.3.2 (2) Sustain communication efforts to keep families and the community informed and engaged to promote active participation that is essential for improved learning experiences and results <ul style="list-style-type: none"> Google Classroom Infinite Campus Gradebook School Messenger - SMS and Emails School Website Parent Surveys (School Quality Survey) 	Parent, Family, Community Engagement participation documentation/ data (Informational flyers, Agendas, Attendance, Minutes, Surveys) Perceptual Surveys-SQS	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$

		<ul style="list-style-type: none">• Parent/Community Group meetings- SCC and Friends of Niu Valley(FNV) <p><u>Lead:</u> Parent Community Networking Centers (PCNC) Lead / SAC</p>		
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★ NVMS' System of Accountable Support

AcPlan Accountable/ Reporting Leads Organizational Crosswalk (CNA#5) ART Team= non shaded cells	Admin (Principal/ VPs)	Curriculum/ IB Coordinator	MLE/ Student Activities Coordinator (SAC)	Data- Innov/ RTI Lead/ Coordinator	Other Support/ Program Leads -Student Services Coordinator (SSC) - EL Coordinator	Counselors	Instructional Leadership Team/ Dept Leads	Middle Level Education (MLE) Leads
Enabling Activities	Principal: Overall oversight + EA2.2.1(1)- p. 19 EA2.2.2(1)- p. 20 EA3.3.1(1)- p. 21 (w/ SCC Chair) VPs: EA2.2.2(2)- p. 20	EA1.1.2(1)- p. 9 EA1.1.3(1)- p. 10 EA1.1.6(1)- p. 12 EA1.2.3(1)- p. 14 (w/ IDU teachers) EA1.3.1(2)- p. 16 (w/ IDU teachers) EA1.3.2(1)- p. 17 EA2.1.2(2)- p. 20 EA3.3.2(1)- p. 22	EA1.1.5(1)- p. 11 EA1.2.1(1)- p. 13 EA1.2.2(1)- p. 14 EA1.3.1(1)- p. 16 EA1.3.2(2)- p. 17 EA2.1.2(1)- p. 19-20 EA3.3.2(1)- p. 22 EA3.3.2(2)- p. 22-23	EA1.1.3(2)- p. 10 EA1.1.4(1)- p. 11 EA1.2.1(1)- p. 13 EA2.1.2(1)- p. 19-20 EA2.1.2(2)- p. 20 EA3.3.2(2)- p. 22-23	SSC (HMTSS Lead): -EA1.1.4(1)- p. 11 EL: -EA1.1.4(1)- p. 11 -EA2.2.1(1)- p. 19 Aloha Aina POC: -EA1.2.3(1)- p. 14 -EA1.3.1(2)- p. 16 CTE Lead: -EA1.3.1(1)- p. 16 -EA1.3.2(2)- p. 17 School Lev Mentors/ Coaches: -EA2.1.2(2)- p. 20 PCNC: EA3.3.2(1)- p. 22 EA3.3.2(2)- p. 22-23	EA1.1.4(1)- p. 11 EA1.1.5(1)- p. 11 EA1.2.2(1)- p. 14 (w/ PBIS Comm)	ILT: -EA1.1.6(1)- p. 12 -EA1.3.2(1)- p. 17 ELA: - EA1.1.2(1)- p. 9 - EA1.1.2(2)- p. 9 Math: -EA1.1.3(1)- p. 10 -EA1.1.3(3)- p. 10 SpED: -EA1.1.4(1)- p. 11	EA1.1.5(1)- p. 11 EA1.2.1(1)- p. 13

APPENDIX A: SCHOOL BELL SCHEDULE

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

This section showcases Niu Valley Middle School's 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)

1095

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

Yes. An SCC Waiver was submitted for 3 additional professional development days to afford for the faculty to engage in reflective learning opportunities to grow pedagogy & work collaboratively towards common shared IB & MLE practices that are intended to impact and enhance performance and achievement for all students.

MON	TUE	WED	THUR	FRI
HR 8:00-8:05 (5m)	HR 8:00-8:05 (5m)	HR 8:00-8:05 (5m)	HR 8:00-8:05 (5m)	HR 8:00-8:05 (5m)
Period 1 8:10-9:00 (50m)	Period 1 8:10-9:30 (80m)	Period 4 8:10-9:30 (80m)	Period 3 8:10-9:30 (80m)	Period 6 8:10-9:30 (80m)
Period 2 9:05-9:55 (50m)				
Recess 9:55-10:15 (20m)	Recess 9:30-9:50 (20m)	Recess 9:30-9:45 (15m)	Recess 9:30-9:50 (20m)	Recess 9:30-9:50 (20m)
Period 3 10:20-11:10 (50m)	Period 2 9:55-11:15 (70-80m)	Period 5 9:50-11:20 (80-90m)	Period 2 9:55-11:15 (70-80m)	Period 5 9:55-11:15 (70-80m)
Period 4 11:15-12:15 (50-60m)				
Lunch 1st Bell 12:05-12:15 (10m)	Lunch 1st Bell 11:05-11:15 (10m)	Lunch 1st Bell 11:10-11:20 (10m)	Lunch 1st Bell 11:05-11:15 (10m)	Lunch 1st Bell 11:05-11:15 (10m)
Lunch 2nd Bell 12:15 - 12:45 (30m)	Lunch 2nd Bell 11:15 - 11:45 (30m)	Lunch 2nd Bell 11:20 - 11:50 (30m)	Lunch 2nd Bell 11:15 - 11:45 (30m)	Lunch 2nd Bell 11:15 - 11:45 (30m)
Period 5 12:50-1:40 (50m)	Advisory 11:50-12:30 (40m)	Period 6 11:55 -1:15 (80m)	Advisory 11:50-12:30 (40m)	Advisory 11:50-12:30 (40m)
Period 6 1:45-2:35 (50m)	Period 3 12:35 -1:55 (80m)	HR 1:15-1:20 (5m)	Period 1 12:35 -1:55 (80m)	Period 4 12:35 -1:55 (80m)
HR 2:35-2:40 (5m)	HR 1:55-2:00 (5m)	Dept/Team Lead/ILT Mtg 1:20-2:10 (50M)	HR 1:55-2:00 (5m)	HR 1:55-2:00 (5m)
Prep 2:40-3:00 (20m)	Team Mtg/Prep 2:00-3:00 (60m)	Faculty Mtg 2:10-3:00 (50m)	Team Mtg/Prep 2:00-3:00 (60m)	Prep 2:00 - 3:00 (60m)

Bell Schedule: