



Niu Valley Middle School Academic Plan SY 2026-2027

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- ☐ Title I School
☒ Non-Title 1 School

Vision of a Hawai'i Public School Graduate

The Hawai'i State Department of Education, together with families and communities, envisions every graduate as a lifelong learner who is globally competitive and locally committed. Graduates will:

- *Apply academic knowledge and an innovative mindset to think critically, communicate effectively, and create impactful contributions in the pursuit of excellence.*
- *Be resilient and adaptable to an ever changing world, they take initiative in charting their next steps to advance their life journey—such as in postsecondary education, career, enterprise, service or exploration.*
- *Cultivate well-being and compassion, care for self and others, and build deep roots in Hawai'i to fulfill their kuleana and strengthen their community.*

Submitted by Principal Jeffrey Shitaoka	
	Apr 16, 2026

Approved by [FKK] Complex Area Superintendent: Rochelle Mahoe, Ph.D.	
[Insert signature] 	☐ Date 04/16/2026

Rochelle Mahoe (Apr 16, 2026 17:38:52 HST)

Directions for completing the Middle School Academic Plan template can be found in the [Academic Plan Template Guidance document](#) and [Middle Level School Profiles AcPlan Incorporation School Guide](#).

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SCHOOL VISION AND MISSION

Vision Statement	Inspiring compassionate learners who live aloha and make a difference.
Mission Statement	Provide an inclusive, meaningful, and holistic education where students can learn to create a better world.

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 and Literature	Other: - IB MYP Math / HMH Into Math	IB MYP Science	IB MYP Individuals & Societies
Grade 7	Other: - IB MYP Language and Literature	Other: - IB MYP Math / HMH Into Math	IB MYP Science	IB MYP Individuals & Societies
Grade 8	Other: - IB MYP Language and Literature	Other: - IB MYP Math / HMH Into Math	IB MYP Science	IB MYP Individuals & Societies

Please list all supplementary instructional materials used to extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.				
Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies

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 ▾

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:

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

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 CNA ([CNA SY26-27](#))
- ☒ Other current assessment/self-study report: ([IB Programme Evaluation Report 12/2023](#) & ([AMLE Successful Middle School Assessment 12/2025](#))
- ☒ Current Western Association of Schools and Colleges (WASC) report ([WASC 9/2023](#))

Year of Last Visit: Fall 2023

Year of Next Action: 2026-2027

Year of Next Self-Study:

Type of Last Visit: Full Self-Study -

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

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> <i>Consistent yearly growth to sustain/ elevate proficiency levels (Math Focus)</i> <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	<u>Student Need:</u> <i>Targeted Interventions to Address Performance Gaps (Math Focus)</i> <u>Root/Contributing Cause:</u> 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
3	<u>Student Need:</u>

Strengthened *Middle Level Education Transitions to Foster Relationships that can Impact Attendance and Engagement*

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

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	<u>Targeted Subgroup (for all schools):</u> SPECIAL EDUCATION <u>Identified Student Need(s):</u> • 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	<u>Targeted Subgroup:</u> ENGLISH LEARNERS <u>Identified Student Need(s):</u> • High leverage language strategies (EL) 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	<u>Targeted Subgroup:</u> STUDENTS WHO HAVE ATTENDANCE OR CHRONIC ABSENTEEISM CONCERNS <u>Identified Student Need(s):</u> • 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



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>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name 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 for enabling activities.</i>
Reading Proficiency 1.1.2. All students read proficiently by the end of sixth grade, and those who do not read proficiently <u>receive necessary and timely support</u> 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 • 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	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.	1C 2A 2B <i>IB#2 Matter CNA#1 & #5</i>	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 • All math teachers will attend a training in August 2026 on the use of math manipulatives that will focus on EMTP#6 (Building fluency from conceptual understanding). This will be followed up with learning walks to see implementation in all math classrooms, including special education and inclusion classrooms. • Extend efforts to analyze math data (e.g. SBA Interim measures) to connect professional learning, instructional practices, and assessment results to address ongoing needs ◦ Building Thinking Classrooms ◦ Math Professional Learning Network ◦ Math Inclusion efforts <u>Leads:</u> Curriculum Coordinator & Math Department / Lead EA 1.1.3 (2) Focus Response to Intervention (RTI) efforts to address learning and achievement gaps in Math • 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 <u>Leads:</u> RTI Teacher Lead/ RTI Math Coordinator EA 1.1.3 (3) Strengthen math understanding with supplemental curriculum resources and support	Curriculum assessment progress Universal Diagnostic Screener growth results Learning Walks SBA Interim progress measures RTI progress/ growth tracking data	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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		• Into Math/ Algebra materials • Desmos online access • Other math programs/ tools intended to enhance core instruction <u>Leads:</u> Math Department/ Lead		
1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	1A 2C 3A WASC#4 Critical Area CNA#2	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 • 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) <u>Leads:</u> HMTSS Lead/ SSC w/ Counselors & Program Coordinators/ Leads (RTI, EL, SpEd)	Meeting/ Support documentation (Kid Talk) Tracking of concerns & intervention efforts (HMTSS spreadsheet) Progress data/ measures (RTI, LL) Program measures/ documentation (EL reports, SDI logs)	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.1.5. All students transition successfully at critical points, from elementary to middle school; from middle to high school; and non-natural transitions during the school year. <i>Required for all schools.</i>	3B CNA#2	EA 1.1.5 (1) Sustain various efforts intended to successfully support students during various transitions • Dedicated Waiver Day for New Student Orientations for rising 6th graders and new 7th and 8th graders • New to Niu Valley Student 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 <u>Leads:</u> Counselors, Student Activities Coordinator (SAC), MLE Leads/ Teams	Event documentation/ logs (flyers, attendance/ participation sign-ins, reflections)	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
1.1.6. All learners successfully engage in a broad educational program that supports critical thinking and global citizenship perspectives <i>(School Specific Desired Outcome)</i>	1C 3C IB#1 Matter WASC#5 Critical Area CNA#1	EA 1.1.6 (1) Advance the implementation of the IB MYP Curriculum and Framework to ensure for authentic learning opportunities • IB MYP Programme Principles and Standards Enhancements • Community Engagement Units • Interdisciplinary Units (IDU) • Expanded MYP Design Process opportunities <u>Leads:</u> Curriculum/ IB Coordinator & ILT/ Department Leads	IB Unit Plans/ Lessons Quarterly End-of-Unit Student Survey Results Summative results & Course Marks	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

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

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name 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 for enabling activities.
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	2C 3A 3B WASC#3 Critical Area CNA#2	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 - 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, Counselors, & 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	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	3A 3B <i>IB#2 Matter WASC#6 Critical Area CNA#2</i>	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 • 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 <u>Leads:</u> PBIS Committee, Counselors, SAC	Review of established PBIS rewards system data SEL curriculum usage/ tracking logs Reflections on IB/ATL efforts Ongoing review of Behavior Incident data/ trends	☒ WSF, \$ ☐ 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. <i>Required for all schools.</i>	3C <i>IB#1 & #2 Matter WASC#5 & #6 Critical Area CNA#1 & #2</i>	EA 1.2.3 (1) Coordinate Nā Hopena A'o efforts that connect with the school's IB MYP Curriculum and Framework implementation • Community Engagement ◦ Aloha Aina ◦ Service As Action Units • Interdisciplinary Units (IDU) <u>Lead:</u> Curriculum/ IB Coordinator, Curriculum / WASC Coordinator, Aloha Aina POC Liaison & IDU teachers	IB Unit Plans/ Lessons Evidence of Community Engagement Efforts/ Data (Informational/ Planning documentation, reflections)	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

★ **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>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name 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 for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	3C <i>IB#1 Matter WASC#5 Critical Area) CNA#1 & #2</i>	EA 1.3.1 (1) Foster engagement in exploring career pathway opportunities - Coordinated Advisory Curriculum to ensure for career explorations - Organization of Annual Career Day and Health Fair information sessions <u>Lead:</u> MLE Coordinator, SAC & CTE Lead Teacher EA 1.3.1 (2) Connect Community Engagement to the school's Nā Hopena A'o efforts- EA 1.2.3 (1) - Community Engagement - Aloha Aina - Service As Action Units - Interdisciplinary Units (IDU) <u>Lead:</u> Curriculum/ IB Coordinator, Curriculum / WASC Coordinator, Aloha Aina POC Liaison & IDU teachers	Documentation of engagement opportunities/ events (planning, informational documents/ flyers)	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

K-12 Alignment 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways, career academies, or International Baccalaureate (IB) programmes.	1B 3C CNA#1 & #2	EA 1.3.2 (1) Deepen coherence of IB MYP Curriculum and Framework implementation ● Focus on teaching Approaches to Learning (ATL) Skills ● Execute Service As Action ● Expand Interdisciplinary Units ● Ensure for IB MYP Annual Course Work requirements, including: ○ Language Acquisition (Japanese, Mandarin, or Spanish) ○ Physical Education and Health ○ Fine Arts ○ Design <u>Lead:</u> Curriculum/ IB Coordinator & ILT 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) ● Coordinated Advisory Curriculum to ensure for career explorations ● High School Informational Presentations/ Visits & Other Events <u>Lead:</u> MLE Coordinator, SAC & CTE Lead Teacher	IB Unit Plans/ Lessons Summative/ Assessment results Advisory Curriculum/ Explorations planning documentation/ reflections	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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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 "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name 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 for enabling activities.
2.1.1. All teacher positions are filled with qualified hires.	13.86% of teachers in FKK are non-highly qualified. 6.4% of teachers in NVMS are non-highly qualified.	School administrators will follow the principal timeline for Highly Qualified Teachers (HQT). 1. Ensure parent notice of Right to Request Teacher Qualifications is made available to all parents. 2. Notify NHQ Teachers of their NHQ Status and Parent Notification letter of the NHQ Status. 3. Send Parent Notice of NHQT letters to parents whose children are assigned classes taught by non- Highly Qualified teachers. 4. Upload all documentation to shared drive HQ folder Administrators will complete a highly qualified professional development plan for Non-Highly Qualified Teachers (NHQT) to assist teachers in becoming Highly Qualified. Lead: Principal or HQ designee, FKK HQ EO	FKK HQ EO will monitor HQ documentation via shared drive #1 August 2026 #2 October 2026 #3 October 2026 & January 2027	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ Grant:__, \$ ☐ Other:__, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

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) Refine 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 • Summer Stipends and Sub Release days for leadership development and STAR Learning Walk training efforts ◦ Maintain ILT facilitation support ◦ Build capacity for shared leadership with MLE Leads • Teaming efforts to improve collective practices that effectively support adolescent learner success <u>Leads:</u> MLE Leads / DHs /Coordinators 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 <u>Leads:</u> Curriculum/ IB Coordinator / Coordinators	School Level/ support/ mentoring documentation Admin walkthroughs/ evals Perceptual surveys- Panorama, School Quality Survey (SQS) Teacher/ Team PLC reflections	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
2.2.2. All schools' support staff are effective or receive the necessary support to become effective.	CNA#5	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 <u>Lead:</u> Principal EA 2.2.2 (2) Ensure for appropriate communication and support of effective practices and expectations through an established onboarding and tracked Performance	Communicated/ Documented Roles and Responsibilities/ expectations Performance Appraisal System/ other admin eval reviews	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

		Appraisal System (PAS) that include professional training sessions for SASA & Custodial Staff <u>Lead:</u> Designated VP(s)		☐ Other: __, \$
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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>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name 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 for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>		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 - 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	☒ 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.

Desired Outcome <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 Name 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 for enabling activities.</i>
3.3 Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance. <i>(required for Title I/III; IDEA)</i>	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 - Principal "Talk Story" Sessions - Open House - Student Showcase Nights (e.g. Art Faire) - Informational Sessions/ Communication/ Videos <u>Lead:</u> Parent Community Networking Centers (PCNC) Liaison / SAC/ Curriculum Coordinators 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 - Google Classroom - Infinite Campus Gradebook - School Messenger - SMS and Emails - School Website - Parent Surveys (School Quality Survey) - Parent/Community Group meetings- SCC and Friends of Niu Valley(FNV) <u>Lead:</u> Parent Community Networking Centers (PCNC) Lead / SAC	Parent, Family, Community Engagement participation documentation/ data (Informational flyers, Agendas, Attendance, Minutes, Surveys) Perceptual Surveys-SQS	☒ WSF, \$ ☐ Title I, \$ ☐ Title III, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Niu Valley Middle School** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **Dec 8, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 9, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): Academic Review Team
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Mar 9, 2026**

Attested:

Niu Valley Middle School Principal	Signature	Date
Jeffrey Shitaoka		Mar 9, 2026

SCC Chairperson	Signature	Date
Eric Ikawa		Mar 9, 2026

SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
N/A		

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.

Attested:

SCC Chairperson	Signature	Date
Eric Ikawa		Mar 9, 2026

APPENDIX B: 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.**

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 (<i>Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours</i>)	1095
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Niu Valley Middle School Bell Schedule:	

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 (80m)	Period 5 9:50-11:20 (80-90m)	Period 2 9:55-11:15 (80m)	Period 5 9:55-11:15 (80m)
Period 4 11:15-12:15 (50-60m)				
Lunch 1st Bell 12:05-12:15 (10m)	Advisory 11:20-12:00 (30-40m)	Lunch 1st Bell 11:10-11:20 (10m)	Advisory 11:20-12:00 (30-40m)	Advisory 11:20-12:00 (30-40m)
Lunch 2nd Bell 12:15 - 12:45 (30m)	Lunch 1st Bell 11:50-12:00 (10m)	Lunch 2nd Bell 11:20 - 11:50 (30m)	Lunch 1st Bell 11:50-12:00 (10m)	Lunch 1st Bell 11:50-12:00 (10m)
Period 5 12:50-1:40 (50m)	Lunch 2nd Bell 12:00 - 12:30 (30m)	Period 6 11:55 - 1:15 (80m)	Lunch 2nd Bell 12:00 - 12:30 (30m)	Lunch 2nd Bell 12:00 - 12:30 (30m)
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)