

2020 Academic Plan, School Year 2020-21



School: NIU VALLEY MIDDLE

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform a school how to close an achievement gap; and 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools design measurable outcomes from the study of organizational, instructional, and student support systems. The measurable outcomes are implemented and improved through Plan, Do, Check, Act (PDCA) cycles and systemized by leading indicators.

HIDOE Learning Organization

Pipeline of Emerging Ideas: To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.

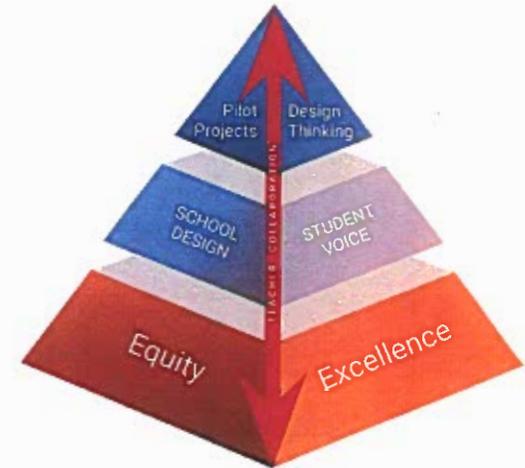
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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

- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 3-4).

Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.

- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).



Principal (print): Laura Ahn	
Principal's signature: <i>L. Ahn</i>	Date: 6/2/2020

Complex Area Superintendent (print): Rochelle Mahoe, Ph.D.	
Complex Area Superintendent's signature: <i>Rochelle Mahoe</i>	Date: 6/3/20

A Foundation for Change

This section highlights the areas that the school/complex area identified as areas of need and presents a foundation for change, as reflected in and related to identified needs in the annual comprehensive needs assessment.

Evidence and Rationale for Change	Key Strategies to Address and Promote Change
<p>Achievement Gap: Niu Valley Middle School’s (NVMS) high needs population (~20%) has fluctuated slightly over the years. Along with a declining trend in the school’s overall enrollment, the low SES and IDEA student population has also decreased with each incoming Grade 6 class which is projected to continue. However, the English Learner(EL) student population is showing an increase (3.06%) this school year (2019-2020). This increase appears to be stemming primarily from a larger proportion of identified students in Grade 6 of which more than half are considered Long Term ELs (LTELs).</p> <p>The proportion of students at NVMS attaining proficiency levels overall is consistently greater than the school’s “High Needs” population in ELA, Math as well as Science. Overall in SY 2018-2019, a slightly greater discrepancy/gap in student performance has trended in ELA (difference of ~27% versus ~23% for Math). The school’s English Learners appears to reflect the greatest discrepancies in ELA where in SY 2018-2019, 7.69% were proficient (43.75% proficient in Math). For Special Needs/IDEA students, although there are overall proficiency concerns, Math is of greater concern with 4.76% proficient in SY 2018-2019 (14.04% proficient in ELA).</p>	<p>The challenge of a growing proportion of EL students coupled with significant concerns for the school’s IDEA population has contributed to a sustaining discrepancy between the school’s overall student proficiency levels in relation to the consistently lower performance of the school’s high needs students. This will require NVMS to review instructional support efforts in considering the change needed to address ongoing gaps in achievement.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> ● Use Impact Teams to analyze and articulate about student data/work to collectively identify and plan for needs ● Address identified needs with focused Differentiated Instruction and clarified High Impact Practices ● Leverage the instructional support of high needs and struggling students with: <ul style="list-style-type: none"> ○ Inclusion of SpEd students in Gen Ed classes ○ Push-In Response to Intervention efforts ○ Supplemental learning & tutoring opportunities ● Advance teacher efficacy with ongoing professional development to support literacy and targeted learner needs, particularly for ELs, across a rigorous IB MYP curriculum framework

A Foundation for Change

Evidence and Rationale for Change	Key Strategies to Address and Promote Change
<p>Social Emotional Learning (SEL) needs and Chronic Absenteeism: Niu Valley Middle School consistently attains Strive HI student achievement results above State proficiency averages. The school’s beginning of the year (BOY) 2019 diagnostic screener (iReady) results indicate that foundational decoding skills are well established by most students (100% proficiency for Phonemic Awareness as well as High Frequency Words and 97% proficiency for Phonics). Although the school continues to outperform State averages in ELA (72%) as well as Math (61%), and Science (56%), in SY 2018-2019 each area recorded declining results from the prior SY 2017-2018 (ELA= 5% decrease, Math= 1% decrease, Science= 9% decrease).</p> <p>Along with maintaining Student Achievement performance above State averages, the school also maintains attendance rates above State standards (~96%). Attendance rates of the school’s high needs population (~94%) tends to consistently remain above State averages as well. However, the school’s chronic absenteeism, that has trended consistently below State as well as Complex Area levels, has unfavorably increased to 10% in SY 2018-2019. This rising trend is projected to continue through the current school year (2019-2020).</p> <p>The school’s perceptual data provides some indicators about students’ learning experiences that may be impacting learning and the outcomes that are resulting in achievement and attendance. In both the prior school year’s School Quality Survey (Spring 2019= 63.7%) and the current school year’s Panorama Education survey (SY 2019-2020= 57%-58%), a lower than expected percentage of students responded favorably regarding Safety at school. Other notable and relatively low favorable ratings from this school year’s student perceptual survey (Panorama 2019-2020) are School Belonging (41%) and Classroom Engagement (45%).</p>	<p>Niu Valley Middle School services a higher socio-economic community with a greater proportion of students coming from homes where parents have higher education degrees. Given this, the majority of students have foundational decoding skills and tend to perform academically above State average levels. Thus, the school is challenged to explore how the whole child is being engaged as well as supported to feel safe with a sense of belonging to possibly counter declining achievement and rising chronic absenteeism.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> ● Embrace a Positive Behavioral Interventions and Supports system to assist with promoting and monitoring attendance ● Pursue a common researched based Social Emotional Learning curriculum to address whole child development/ needs ● Align Middle Level Education and collaborative teaming efforts to collectively impact student relationships with: <ul style="list-style-type: none"> ○ Coordinated communication ○ Shared documentation ○ Articulated focus/targets ● Continue to promote meaningful teaching and active engagement in learning through the ongoing focus on developing and expanding ATL skills in connection with Nā Hopena A’o (HĀ) efforts

A Foundation for Change

Evidence and Rationale for Change	Key Strategies to Address and Promote Change
<p>Continuous Development/Collective Practices: Niu Valley Middle School’s teaching staff is relatively new with less than half (40%) having 5 or more years at the school as of the 2017-2018 school year. These teachers are also relatively young in their career with the average years of experience being a little over a decade (11.2 years). Currently (SY 2019-2020), about 30% (16 out of 52) meet the credential requirements of the Department’s English Learner program. The percent of licensed teachers dropped to 88.8% in SY 2017-2018, yet there appears to be an increasing percentage of teachers meeting ESSA requirements (87%) and who have advanced degrees (40%).</p> <p>Along with teacher retention challenges, there have also been a number of changes in the school’s administration over recent years. Of the experienced administration returning this school year (2019-2020), just half have more than a couple of years of incumbency at the school.</p>	<p>Changes in leadership along with struggles to retain teachers has certainly been a challenge to the development of consistent practices towards collective efficacy at NVMS. As a relatively “new to the school” administration is embraced, many teachers are continuing to develop their pedagogy, while deepening their content area clarity and strengthening their collegial relationships. Accomplishing this while also maintaining the instruction required of a rigorous IB MYP framework requires clear intentions and focused support of targeted needs. Thus, the identification and investment in high impact practices through ongoing professional development and collaboration will be integral to attain clarity in the school’s efforts to collectively meet the needs and support the goals of NVMS’ various learners to successfully become “a positive change in the world.”.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> ● Broaden the execution of the school’s design and curriculum framework (IB MYP, MLE, etc.) through ongoing Professional Development and responsive follow up ● Provide training on various initiatives/efforts targeted to address identified needs and monitor the impact that these trainings have on student achievement on the GLOs (IB Learner Profile, ATL Skills, and SEL) and academic standards (e.g. HIDOE-West Ed EL Success Initiative, Inclusion, Differentiation & UDL Strategies, High Impact Practices, Nā Hopena A’o-HĀ efforts) ● Support opportunities for ongoing collaboration and articulation to calibrate and clarify practices intended to strengthen the school’s impact on learning ● Promote continuous improvement to deepen efforts through focused reviews of practices and results (i.e. Evidence walks,

	Analysis of/Articulation about data, Actionable reflection & feedback)
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A Foundation for Change

Evidence and Rationale for Change	Key Strategies to Address and Promote Change
<i>Where appropriate and applicable, the second copy of any table is provided in the case where the school needs more than one page to address whatever is asked for in the section.</i>	<i>For example, in the current 2019-2020 Ac Plan, KMR Complex Area needed at least two pages to capture the key strategies.</i>

HIDOE and School Initiatives

This additional table addresses key initiatives included in the plan and how the leadership team within the school is configured to support the development and implementation of the initiatives. Where appropriate the table also documents the collaborative nature of the leadership effort embedded in the plan.

Key HIDOE Initiatives Addressed in the Plan	Lead(s)
<p>Hawai`i: students are educated within a public school system that is grounded in HA, powers a multilingual society, and honors Hawai`i's local and global contribution. Nā Hopena A'o; languages; culture; context; place-based; safety & total well-being</p>	<p>ART</p>
<p>Equity: Students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially, and civically. Access; personalization; community; closing achievement gaps; quality</p>	<p>ART</p>
<p>School Design: Students will be immersed in excellent learning environments that are thoughtfully designed around a community's power to contribute to a thriving, sustainable Hawai`i. Core values; curriculum; infrastructure; magnets; college & career; partners</p>	<p>ART</p>
<p>Empowerment: Students will develop their authentic voice as contributors to equity, excellence and innovation, by providing input on what they learn, how they learn, and where they learn. Engagement; civic and policy voice; tri-level leadership; discovery; choice</p>	<p>ART</p>
<p>Innovation: Students will engage in rigorous, technology-rich, problem-solving learning that enables them to solve authentic community challenges and develop pathways to goals. Applied learning; design thinking; project-based learning; creativity</p>	<p>ART</p>

Key School Initiatives Addressed in the Plan	Leads(s)
SCHOOL DESIGN: International Baccalaureate Middle Years Programme (IB MYP)	Curriculum/IB Coordinator
EMPOWERMENT: Middle Level Education (MLE) & Teaming	Student Activities Coordinator
EQUITY: Response to Intervention (RTI) & Progress/Growth Data Monitoring	Response to Intervention/Coordinators
HAWAII: Inclusion/Inclusive Practices & Differentiation- SpEd & EL Success	Response to Intervention/Data Coordinator & Instructional Coach/Coordinator
HAWAII: Student Support- Social Emotional Learning (SEL) & Positive Behavior Interventions and Support (PBIS)	Counselors & Student Services Coordinator
INNOVATION: Innovation/Technology (Computer Science)	Innovation Coordinator
EMPOWERMENT: Professional Development & Collaboration- High Leveraging Practices/Impact Teams (IT)	Instructional Coach/Coordinator

Teaching and Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Keep in mind that a Theory of Action statement or story is constantly being assessed, revised, and refined, as your understanding of problems of practice and learning deepens. The enabling activities in the academic plan should address the needs of the identified subgroups(s).

Targeted Subgroup(s) and Identified Needs	Identify and Describe the Achievement Gap	A Related Theory of Action	Enabling Activities to Address/Improve the Gap
<i>Identify the targeted subgroup and their identified needs</i>	<i>Identify and describe an achievement gap (not limited to any specific subgroup. Data must be provided from a CNA, WASC Self-Study, or International Baccalaureate, and may include additional local measures.</i>	<i>What is your Theory of Action (If-Then) to improve the achievement gap?</i>	<i>What are your enabling activities to improve the achievement gap?</i>
<p>High Needs population -Special Education students -English Learners</p> <ul style="list-style-type: none"> ● Literacy development across content areas in inclusive settings <ul style="list-style-type: none"> ○ Vocabulary ○ Comprehension ● High impact instructional practices aligned to meet expectations of curriculum framework/ standards ● Targeted differentiated instruction and responsive interventions to address identified learner needs 	<p>Overall Achievement SY 2018-2019 results: ELA= 71.3%/71.8% Math= 60.6%/61.4% Science= 54.3%/55.5% [ARCH ADC- All students/FSY]</p> <p>High Needs: ELA= 44%/44% Math= 37.4%/35.2% Science= 28.3%/29.4% [ARCH ADC- All students/FSY]</p> <ul style="list-style-type: none"> ● The achievement gap for High Need students in school year 2018-2019 was ~27 percentage points in ELA, ~23 percentage points for all students in Math and ~26 percentage points in Science <p>(The gap in percentage points for ELA was ~34, ~33 for Math, and ~34</p>	<p>If the school addresses a focus on literacy with identified high impact instructional practices across content areas, teachers will be able to collectively target efforts and monitor learning needs, then students will be supported to address high expectations of a rigorous curriculum to increase student growth & achievement</p>	<ul style="list-style-type: none"> ● Re-purpose Collaborative Inquiry Teams to review and articulate about the ongoing analysis of student data/work to identify and address needs in Impact Teams ● Promote Differentiated practices to lever instructional needs <ul style="list-style-type: none"> ○ Small/Flexible Group Instruction ○ Station Rotation Models? ○ Targeted progress/growth monitoring ● Strengthen RTI and student support efforts with: <ul style="list-style-type: none"> ○ Inclusion of SpEd in Gen Ed for content areas beyond ELA and

	<p>for Science between Non High Needs and High Needs subgroups.)</p> <p>Special Education (SpEd): ELA= 22.5%/21.5% Math= 9.8%/10.7% Science= 17.8%/20% [ARCH ADC- All students/FSY]</p> <ul style="list-style-type: none"> • In school year 2018-2019 the achievement gap for all students in ELA was ~49 percentage points, ~50 percentage points in Math, and ~36 point in Science overall for IDEA students <p>English Learners (EL):</p> <ul style="list-style-type: none"> • For English Learners, the achievement gap in school year 2018-2019 for all students was 63.91 percentage points in ELA and 17.46 percentage points in Math [LDS] 		<p>Math (1 FTE per gr/core content)</p> <ul style="list-style-type: none"> ○ Push-in RTI support for content needs (SpEd & Instructional Support personnel) ○ After school learning and tutoring opportunities <ul style="list-style-type: none"> • Professional Development <ul style="list-style-type: none"> ○ Continued IB MYP training & updates (School & IB level; Design, IDUs, Content Areas, etc.) ○ Inclusive practices (i.e. Stetson) ○ High Impact Leveraging strategies (West Ed EL Success Initiative, UDL framework, etc.) ○ Embedded “Class Evidence Walks” to support the calibration and continuous development of collective practices to impact student results
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Teaching and Learning Core: Equity and Excellence

Targeted Subgroup(s) and Identified Needs	Identify and Describe the Achievement Gap	A Related Theory of Action	Enabling Activities to Address/Improve the Gap
<p><i>Identify the targeted subgroup and their identified need</i></p>	<p><i>Identify and describe an achievement gap (not limited to any specific subgroup. Data must be provided from a CNA, WASC Self-Study, or International Baccalaureate, and may include additional local measures.</i></p>	<p><i>What is your Theory of Action (If-Then) to improve the achievement gap?</i></p>	<p><i>What are your enabling activities to improve the achievement gap?</i></p>
<p>Chronic Absenteeism students</p> <ul style="list-style-type: none"> School wide attendance program and monitoring system (PBIS) Aligned efforts to address whole child education & needs (SEL, ATL skills) Engaging, instruction within a rigorous and relevant instructional framework (IB MYP, teacher clarity) 	<p>Chronic Absenteeism: [Strive HI]</p> <ul style="list-style-type: none"> SY 2017-2018= 8% SY 2018-2019= 10% <p>Currently in school year 2019-2020, of the growing number of chronic absenteeism students 68% are Males (27/40- LDS 2/2020)</p> <ul style="list-style-type: none"> Chronic ELA Proficiency= 40% (16/40 students Met/Exceed) Chronic Math Proficiency= 30% (12/40 students Met/Exceed) <p>Student Perceptual Data: [Panorama Education Survey SY 2019-2020]</p> <ul style="list-style-type: none"> SQS/School Safety= 57%/58% Classroom Engagement= 45% School Belonging= 41% 	<p>If a clearly defined program and coordinated monitoring system that addresses the whole learner is developed and consistently executed, teachers can actively engage learners in activities that promotes and supports social emotional as well as academic needs, then students can feel a better sense of belonging in a safe climate to motivate improved attendance and performance</p>	<ul style="list-style-type: none"> Execute a consistent attendance protocol that is linked to PBIS efforts through advisories Implement an adapted research based SEL curriculum/ framework connected to ATL skills that is coordinated by counselors for delivery during advisories Clarify and coordinate MLE teaming efforts <ul style="list-style-type: none"> coordinated communication shared student support Embedded Collaboration/ Articulation Opportunities to identify and address student concerns and support/ intervention efforts amongst teams/ departments

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

Part I

<p>Describe your complex/school contexts for School Design and Student Voice.</p> <p>NVMS will continue its mission to “ ... provide a rigorous, relevant, holistic education where all students learn to become a positive change in the world.” under the IB MYP framework that “... enables students to develop strategies for creative and critical thinking connected to academic achievement, service and action.”</p> <p>The school “...embraces middle level education in supporting the unique academic, social, and emotional needs ... to enable students to make sense of their life experiences and build strong character and core values.”</p> <p>Professional Development and “Collaboration is encouraged... and cultivated by trust and mutual respect. These core values inspire passion in our students and teachers...” and creates “...a positive culture for learning, (that) provides continuous opportunities for improvement/growth, and supports teacher collaboration.”</p>	<p>Describe your current and continuing initiative that will further advance your 2020-21 School Design and Student Voice</p> <p>In order for all students to develop strategies for creative and critical thinking to promote academic achievement, service and action, the school design must embody a rigorous curriculum framework that is also engaging and relevant in supporting the whole child while providing adequate opportunities for student voice.</p> <p>Continuing with the school’s commitment to the IB MYP framework and beliefs of MLE will be a priority as NVMS looks to provide access through design and lever achievement gaps while addressing SEL needs for all students.</p> <p>Ongoing professional development and collaboration efforts will need to embrace inclusion/inclusive practices, expand differentiated high impact strategies and execute a whole child education curriculum that provides evidence of positively impacting student performance and perceptions.</p>	<p>Describe your conditions for Success for School Design and Student Voice</p> <p>To ensure that creative and critical thinking is developed and achieves desired results, instruction must be intentional and provide clarity of rigorous expectations with a range of relevant opportunities for students to actively engage in to demonstrate their learning.</p> <p>Collaborative reviews of ongoing efforts and performance results must identify needs as well as assess effectiveness of meaningful practices intended to scaffold opportunities in order to successfully lever/ impact learning gaps and create accessible learning environments for all students to feel safe and belong to.</p> <p>Professional development must support evident practices that are responsive and connected to accountable efforts that provide actionable feedback for improvement as the school embraces whole learner needs and promotes increased student success.</p>
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Innovation in Support of the Core: School Design and Student Voice

Part I

Describe your complex/school contexts for School Design and Student Voice.	Describe your current and continuing initiative that will further advance your 2020-21 School Design and Student Voice	Describe your conditions for Success for School Design and Student Voice
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Innovation in Support of the Core: School Design and Student Voice

Part II (over three years)

<p>SY 2020-2021 Measurable Outcomes</p>	<p>SY 2021-2022 Measurable Outcomes</p>	<p>SY 2022-2023 Measurable Outcomes</p>
<p>What are your measurable outcomes around School Design and Student Voice</p> <ul style="list-style-type: none"> 90-100% teachers ensure for the execution of a high quality IB MYP curriculum (Mission, Vision & Values; Inquiry & Problem Solving, Student Agency) 80-90% SpEd-GenEd teams initiate inclusion/inclusive practices in Soc St & Sci (Equity and Access) 80-90% Teams explore the use of differentiated high leveraging practices to address identified needs (Access Through Design, Personalized Learning) 90-100% advisories implement SEL/PBIS efforts (...Systems of Support) <p>Why are you implementing them?</p> <ul style="list-style-type: none"> Continuing to ensure for execution of high quality IB MYP efforts is integral to maintain the level of rigor needed to develop the desired creative and critical thinking particularly for the school's high performing student population Initiating inclusion/inclusive practices along with exploring high impact strategies are both intended to 	<p>What are your measurable outcomes around School Design and Student Voice</p> <ul style="list-style-type: none"> 90-100% teachers maintain a high quality level of implementation of a rigorous IB MYP curriculum to amplify desired student outcomes (Mission, Vision & Values; Inquiry & Problem Solving, Student Agency) 90-100% SpEd-GenEd teams broaden implementation of inclusion/inclusive practices across content areas (Equity and Access) 80-90% teachers employ practices that positively impacts performance to address identified needs to bridge learning gaps (Access Through Design, Personalized Learning) 80-90% students report increased engagement in a range of SEL opportunities that promotes student collaboration and voice in demonstrating learning (Choice, Voice & Collaboration) <p>Why are you implementing them?</p> <ul style="list-style-type: none"> Sustaining a high quality and rigorous curriculum under the IB MYP framework is essential to continue to challenge the school's high performing 	<p>What are your measurable outcomes around School Design and Student Voice</p> <ul style="list-style-type: none"> 90-100% teachers advance the applications of their rigorous IB MYP curriculum to promote increased evidence of service (Mission, Vision & Values; Inquiry & Problem Solving, Student Agency) 90-100% SpEd-GenEd team efforts are assessed to positively impact success of inclusion/inclusive practices across content areas (Equity and Access) 90-100% teachers participate in reflective feedback practices to assess and enhance the impact of instructional practices/ pedagogy (Growth Mindset, Capacity Building) 90-100% students report increased engagement in a range of opportunities across content areas to demonstrate learning in perceived safe environments that promote a greater sense of belonging (Choice, Voice & Collaboration) <p>Why are you implementing them?</p> <ul style="list-style-type: none"> Advancing efforts towards increased application and service with a well developed/established high quality curriculum will further promote

<p>address narrowing the achievement gap for the school’s high needs and struggling student population by providing appropriate supports for students to better engage and be successful with to meet learning expectations</p> <ul style="list-style-type: none"> ● Implementing a school-wide adopted/ adapted SEL curriculum is intended to more fully embrace middle level education needs and favorably impact student perceptions about safety and belonging to elevate attendance along with achievement <p>How will you know that they are resulting in an improvement?</p> <ul style="list-style-type: none"> ● Evidence of ongoing high performance on assessment measures and service will be indicators that the IB MYP framework continues to provide the rigor needed to challenge students towards desired outcomes ● Improved achievement results on assessment measures that indicate a declining discrepancy between the High Needs population, particularly SpEd, and overall school performance will suggest that inclusion and other student support efforts are bridging gap concerns ● Increase in favorable perceptions about aligned SEL/MLE experiences will promote safe, engaging learning 	<p>population with meaningful learning opportunities</p> <ul style="list-style-type: none"> ● Advancing implementation of practices intended to improve access and equity for high needs and struggling students with inclusion/inclusive & high impact practices is integral in continuing to minimize achievement gaps ● Promoting a range of opportunities for student engagement and voice supports the development of trust, positive relationships and ownership of learning that is conducive to supporting SEL needs <p>How will you know that they are resulting in an improvement?</p> <ul style="list-style-type: none"> ● Sustaining high performance on achievement measures ● Narrowing of discrepancy in performances between overall school and High Needs/SpEd populations ● Increasing favorable student perceptions particularly on safety and belonging that positively impacts attendance and minimizes chronic absenteeism. 	<p>continued relevance to elevate learning for all students</p> <ul style="list-style-type: none"> ● Deepening inclusive/instructional practices with ongoing assessment is necessary to promote enhancement of collective efficacy that continues to yield desirable student results and close gaps ● Affording for student engagement through voice and choice across the school’s curriculum promotes belonging and safety <p>How will you know that they are resulting in an improvement?</p> <ul style="list-style-type: none"> ● Increased evidence of service applications of learning that is accompanied by ongoing high/er performance measures ● Evident adjustments to practices that is responsive to feedback gathered from class/evidence walks ● Improved active engagement and positive perceptions reported about learning
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environments to encourage attendance and belonging.		
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Innovation in Support of the Core: School Design and Student Voice

Part II

SY 2020-2021 Measurable Outcomes	SY 2021-2022 Measurable Outcomes	SY 2022-2023 Measurable Outcomes
What are your measurable outcomes around School Design and Student Voice	What are your measurable outcomes around School Design and Student Voice	What are your measurable outcomes around School Design and Student Voice
Why are you implementing them?	Why are you implementing them?	Why are you implementing them?
How will you know that there they are resulting in an improvement?	How will you know that there they are resulting in an improvement?	How will you know that there they are resulting in an improvement?

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

Part III (over one school year)

SY 2020-2021 Formative Measures (beginning of the year)	SY 2020-2021 Formative Measures (throughout the year)	SY 2020-2021 Summative Measures (end of the year)
<p>Baseline data will be collected primarily from updates/ reports over the course of the first quarter around:</p> <ul style="list-style-type: none"> ● Evident implementation of IB MYP requirements? <ul style="list-style-type: none"> ○ % complete updated units/ IDU's ○ % documented Design plans ○ % lessons addressing ATL Skills ● Evidence of Inclusion/ Inclusive practices <ul style="list-style-type: none"> ○ % SpEd students included in GenEd Soc St & Sci classes ○ % SpEd-GenEd teams w/ documented evidence of collaboration (e.g. plans, mtg notes) ● Reported use of differentiated practices <ul style="list-style-type: none"> ○ Prevalence/ # of identified needs ○ Prevalence/ # of documented strategies to address identified needs 	<p>Ongoing data will be gathered from a compilation of documented student assessments or class/ evidence walks at least monthly/ quarterly around:</p> <ul style="list-style-type: none"> ● Evident execution of IB MYP requirements? <ul style="list-style-type: none"> ○ % reviewed units ○ % unit objectives being met ○ % favorable ratings on ATL Skills ● Evidence of Inclusion/ Inclusive practices <ul style="list-style-type: none"> ○ % SpEd students actively engaged in GenEd Soc St & Sci classes ○ % SpEd-GenEd teams observed implementing inclusive practices ● Use of differentiated practices <ul style="list-style-type: none"> ○ % improved student results on identified needs ○ % of teachers reporting use of identified strategies ● Implementation of SEL/ PBIS efforts <ul style="list-style-type: none"> ○ % teachers observed implementing SEL lessons 	<p>Review of teacher practices and student results on various measures will be assessed as the school considers adjustments to efforts and plans for the following year:</p> <ul style="list-style-type: none"> ● Impact of IB MYP implementation? <ul style="list-style-type: none"> ○ % unit objectives being met ○ % favorable ratings on ATL Skills ● Impact of Inclusion/Inclusive practices <ul style="list-style-type: none"> ○ % SpEd students demonstrating progress/ growth on various performance measures ○ % SpEd-GenEd teams reporting favorable results on inclusion efforts (e.g. student data, reflections) ● Impact of differentiated practices <ul style="list-style-type: none"> ○ % improved student results on identified needs ○ % of teachers reporting favorable results from utilizing identified strategies (e.g. student data, reflections) ● Impact of SEL/ PBIS efforts

<ul style="list-style-type: none"> ● Reported implementation of SEL/PBIS efforts <ul style="list-style-type: none"> ○ % teachers using SEL lessons ○ % advisories participating in PBIS activities 	<ul style="list-style-type: none"> ○ % favorable student results/perceptions <ul style="list-style-type: none"> ■ Attendance/Absenteeism rates ■ Participation in Incentive efforts ■ Student surveys/reflections 	<ul style="list-style-type: none"> ○ % of teachers reporting favorable results from SEL efforts ○ % favorable student results/perceptions <ul style="list-style-type: none"> ■ Attendance/Absenteeism rates ■ Participation in Incentive efforts ■ Student surveys/reflections
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Innovation in Support of the Core: School Design and Student Voice

Part IV

Student Outcomes (2020-2021 Measurable Outcomes)	Staff Outcomes (2020-2021 Measurable Outcomes)	Lead
<ul style="list-style-type: none">• Students will be actively engaged in rigorous and meaningful tasks that values their voice in demonstrating the application of knowledge and skills• Students will respond positively to a range of differentiated practices, supports and interventions intended to address identified gaps/needs• Students will indicate positive perceptions about their school environment that fosters increased involvement and participation in learning opportunities• Students will demonstrate increased ownership of their learning successes/ growth on various measures	<ul style="list-style-type: none">• Increase in efforts to promote reflection and collegial feedback on student engagement and voice• Teachers provide differentiated opportunities to scaffold learning experiences based on needs• Teachers collaborate on clarifying effective practices that yield positive results to address and close learning gaps• Teachers facilitate safe and caring environments that embraces student needs and fosters positive learning experiences	<ul style="list-style-type: none">• ART• Teacher leaders

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

Part V

Enabling Activities (Achievement) <u>Year-long</u>	Budget (include funding source)	School Monitoring Measurable Outcomes	School Monitoring Activity (includes frequency)	Complex Monitoring Measurable Outcomes	Complex Monitoring Activity (includes frequency)
1. Continue ongoing training/ refreshers to sustain the requirements and address updates of a rigorous and high quality School Design (i.e. IB MYP/MLE) <ul style="list-style-type: none"> ● IDU's ● Design ● ATL Skills ● Joint KHS Mtgs [WASC #1, #2]	IB Trainings: \$20,000 (Marshall Grant) IB Networking (Sister School Visit): \$13,000	IB MYP requirements addressed Completed BQC for units Documented evidence of ATL skills addressed	Quarterly reviews of IB MYP efforts are documented and reported by Departments <ul style="list-style-type: none"> ● Assessment of student learning/perceptions (i.e. reflections, surveys) ● BQC submittals ● ATL skills updates 		
2. Establish a framework for Inclusion <ul style="list-style-type: none"> ● Provide professional development/ training on Inclusive Practices <ul style="list-style-type: none"> ○ Stetson ● Support ongoing inclusion planning and collaboration efforts 	Inclusion/ Inclusive Practices Training: \$14,000 (possible share cost)	Improved access to/ engagement in learning tasks that demonstrates enhanced performance	Progress/growth monitoring on performance measures (e.g. grades, diagnostic assessments) are documented and reviewed by		

<ul style="list-style-type: none"> ○ Articulation opportunities? ○ Monitoring/ Coaching? <p>[WASC #1, #2]</p>	<p>Tchr Trng/ Planning- Collaboration Opportunities (i.e. stipends/subs): \$8,000 (possible HDO TII funding)</p>	<p>Evident implementation of inclusive practices</p>	<p>inclusion teams quarterly</p> <p>Ongoing reviews of inclusive practices from “Class Evidence Walks” and coaching/ support efforts are shared by ART at least quarterly</p>		
<p>3. Coordinate RTI practices to elevate support for students in classrooms</p> <ul style="list-style-type: none"> ● SpEd inclusion in Soc St/Sci ● Instructional support/personnel (Learning Lab, Coordinators/ Coaches) <p>[WASC #1, #2]</p>	<p>None</p>	<p>Improved student engagement and performance on learning tasks</p> <p>Enhanced RTI support</p>	<p>Progress/growth monitoring on class performance measures (e.g. formative/ summative tasks) are assessed and discussed quarterly amongst teachers with support personnel</p> <p>Schedules of support personnel are coordinated quarterly to address prioritized learner needs</p>		

Note: Provided for pages of the table, as this is the only place in the AcPlan that you summarize your enabling activities. In some cases, enabling activities might occur only in a semester; however, when an enabling activity spans a school year, just note in at the top of the row, as indicated above.

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

Part V

Enabling Activities (Student Support) <u>Year-long</u>	Budget (include funding source)	School Monitoring Measurable Outcomes	School Monitoring Activity (includes frequency)	Complex Monitoring Measurable Outcomes	Complex Monitoring Activity (includes frequency)
<ol style="list-style-type: none"> 1. Implement an aligned SEL program <ul style="list-style-type: none"> ● Provide training on adopted/adapted research based curriculum <ul style="list-style-type: none"> ○ Choose Love/Aloha? ● Align execution of lessons to the school’s design efforts (i.e. IB MYP ATL skills) and the State’s Promise of Hawaii (i.e. Nā Hopena A’o-HĀ) <p>[WASC #3]</p>	<p>Curriculum Resources/ Training: \$1,000</p>	<p>Improved student perceptions about safety and belonging</p> <p>Evidence of the implementation of the adopted/ adapted SEL curriculum</p>	<p>Reviews of ongoing assessments of student perceptions (i.e. ATL skills, MLE, Panorama) are discussed/ shared at least quarterly by ART</p> <p>Implementation efforts are documented in plans coordinated by counselors and reported on by teams each quarter</p>		
<ol style="list-style-type: none"> 2. Deepen the implementation of MLE components to further address as well as broaden the support and success of the whole child <ul style="list-style-type: none"> ● Advisory Teams 	<p>Planning-Collaboration opportunities/ PD: \$5,000</p>	<p>Increased favorable ratings on perceptual surveys/</p>	<p>Quarterly student survey results/ reflections are reviewed by</p>		

<ul style="list-style-type: none"> • Aligned lessons (ATL skills, Nā Hopena A’o-HĀ) • Coordinated communication • Shared documentation <p>[WASC #3]</p>		<p>reflections (e.g. MLE, Panorama)</p> <p>Evident teaming efforts/ documentation that demonstrate common/ collective efforts (e.g. lessons, communication logs, support cards)</p>	<p>teams to assess impact of efforts</p> <p>Updates on efforts and results are shared quarterly by teams</p>		
<p>3. Address Chronic Absenteeism</p> <ul style="list-style-type: none"> • Implement a PBIS attendance Program • Execute and monitor an attendance protocol • Monitor/track and address concerns in a common file <p>[WASC #3, #4]</p>	<p>PBIS Attendance program needs: \$1,000</p>	<p>Decline in chronic absenteeism rate</p> <p>Increased number of students earning attendance incentives</p> <p>Documented evidence of efforts to address attendance concerns</p>	<p>Monitoring of absenteeism and tracking status of follow-up efforts are shared monthly by ART</p> <p>Promotion of PBIS efforts and monthly reporting on progress/ incentives is shared by committee/ counselors</p> <p>Review of attendance concerns and efforts are</p>		

			conducted and documented at team mtgs at least monthly		
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Innovation in Support of the Core: School Design and Student Voice

Part V

Enabling Activities (Continuous Improvement) <u>Year-long</u>	Budget (include funding source)	School Monitoring Measurable Outcomes	School Monitoring Activity (includes frequency)	Complex Monitoring Measurable Outcomes	Complex Monitoring Activity (includes frequency)
<ol style="list-style-type: none"> Strengthen collective efforts to impact learning <ul style="list-style-type: none"> Departments <ul style="list-style-type: none"> IB MYP, Curriculum/ Content matters <ul style="list-style-type: none"> Impact Teams Teams <ul style="list-style-type: none"> MLE, SEL, Tier 1 level of student support CSSS (SSC, Counselors) <ul style="list-style-type: none"> School level Tier 2 & 3 levels of student support <p>[WASC #4, #5]</p>	Planning-Collaboration opportunities/ PD (e.g. Impact Teams): \$8,000	Identification of successful/ high impact strategies/ practices Documented reviews of student results from collective efforts	Updates on efforts are shared/ reported by Depts/ Teams at least quarterly during meetings Results from efforts are reviewed and successes documented at monthly meetings by leads		
<ol style="list-style-type: none"> Provide professional development opportunities to address learner needs <ul style="list-style-type: none"> "Into Math" Curriculum implementation 	"Into Math" Curriculum/ Resources & training: \$37,000	Improved performance on Mathematical conceptual understanding	Embedded implementation/ use of curriculum is evident in quarterly reviews of instruction/		

<ul style="list-style-type: none"> ○ High Leveraging/Impact Practices <ul style="list-style-type: none"> ■ Differentiation, UDL Framework, West Ed EL Success Initiative ○ Teacher Clarity <ul style="list-style-type: none"> ■ Learning Intentions-Success Criteria? ■ Learning Progressions-Dept Priority Focus/Matters for IB Units? <p>[WASC #1, #2, #4, #5]</p>	<p>High Leveraging/Tchr Clarity Practices PD (e.g. UDL, LISC, Learning Progressions): \$10,000</p> <p>Hawaii Visible Learning Institute (11/2020-6 participants): \$3,200</p>	<p>and procedural fluency indicators</p> <p>Evidence of positive results from instructional practices executed to address learner needs</p> <p>Enhanced clarity of instructional practices</p>	<p>unit plans by Math Dept</p> <p>Assessment of student results from targeted efforts are shared/ documented by Impact teams at monthly mtgs</p> <p>Efforts to clarify/ calibrate instructional practices are reviewed and documented by teams at least quarterly</p>		
<p>3. Continue ongoing reviews and assessment of/ updates on school improvement efforts</p> <ul style="list-style-type: none"> ● WASC Critical Areas ● IB Matters ● Student growth/gap data ● Class evidence walks? ● Ac Plan Measures <p>[WASC #4, #5]</p>	<p>None</p>	<p>Improved performance in areas/ matters/ growth</p> <p>Documented efforts implemented to address areas/ matters for required reporting (i.e. WASC mid year, etc.)</p>	<p>Efforts intended to address areas/ matters/growth are reviewed/ shared and documented quarterly by ART</p> <p>Assessment of school improvement efforts is conducted and required</p>		

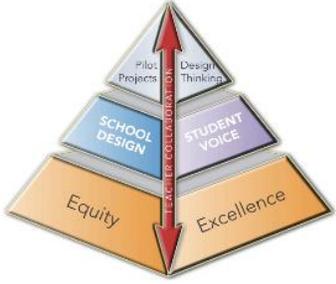
			reporting is completed by ART/ identified school team(s)/leads		
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Innovation in Support of the Core: School Design and Student Voice

Part V

Enabling Activities	Budget (include funding source)	School Monitoring Measurable Outcomes	School Monitoring Activities (include frequency)	Complex Monitoring Measurable Outcomes	Complex Monitoring Activities (include frequency)
Fall Semester					
Spring Semester/Year-Long					

Pipeline of Emerging Ideas: Pilot Projects and Design Thinking



Teaching and Learning Core:
Focus: equity and excellence in core curriculum and supports.

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

Pipeline of Emerging Ideas:
To prepare for emerging trends, advancement, and changes that impact education, ideas are tried and vetted by schools and their teams; some ideas will advance to support the core.

When HDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school’s collective work, expand the capacity to improve, and continuously advance student learning.

As the HDOE 2020-2030 Strategic Plan is finalized, a “Forward Focus” Plan will be drafted to help school communities open conversations around the *Pipeline of Emerging Ideas*.

<p>While referencing the “Forward Future Plan,” please describe your school’s ideas around innovation and pilot projects. Your draft will be a valuable tool to collect feedback and solicit support for the Complex Area Superintendent, parents, students, and community members, as key stakeholders.</p>	<p>Rationale for Emerging Ideas</p>	<p>Conditions for Success</p>
<p>1. ALL are teachers of Design that embrace interdisciplinary teaching and learning</p> <p>As NVMS continues to renew the school’s commitment each year to pursuing the mission of providing education for students to “become a positive change in the world” under the rigor required of the IB MYP framework, it is important that efforts continue to advance practices and enhance opportunities to elevate learning</p>	<p>In addition to more fully addressing equity and access, pursuing a campus where everyone embraces interdisciplinary Design teaching and learning for ALL students promotes a better sense of belonging and enhances MLE</p>	<p>To pursue an innovative learning environment based on the school’s IB MYP Design for all, there would be much that the school must consider and address.</p> <p>Teachers will need to embrace the</p>

<p>for all students while challenging everyone to grow.</p> <p>Each year teams of teachers at each level/grade must voluntarily commit to executing a course to complete an interdisciplinary Design cycle as part of fulfilling the school’s IB MYP requirements.</p> <p>Given the intended beneficial learning opportunities afforded by this holistic Design process, it is the “forward future planning” vision of the current leadership that NVMS becomes a school whereby ALL teachers are Design teachers across ALL content areas that work collaboratively to execute interdisciplinary units in ALL teams.</p> <p>In order to embark on pursuing such an effort, the school may want to begin by exploring the idea of opening Design training for all and consider adding to teams rather than replacing members each school year. Thereafter, if needed for IB MYP reporting, then perhaps the designation of lead teams can be considered to fulfill those requirements.</p>	<p>teaming efforts.</p> <p>With all teachers being teachers of Design, each student would be challenged to apply their creativity and advance their thinking skills in the service of solving problems within what is envisioned to be fluid, seamless classrooms amongst interdisciplinary teams. It is envisioned that this would facilitate more meaningfully connected and engaging student centered project based service learning across content areas. Through these collective efforts, middle level child needs could be better supported and perhaps eventually even be coordinated under bell-less schedules.</p> <p>Collective efficacy and teaming efforts would inherently promote teacher collaboration and shared expertise from various content areas to be responsive to needs that amplifies student voice/success while also deepening pedagogy amongst teachers.</p>	<p>desire to be trained and work to deliver and meet their content area expectations as well as the school design requirements (i.e. IB MYP/MLE) through the collaboration with an interdisciplinary team.</p> <p>The school will need to find ways to embed planning and collaboration time within the school day that would be essential for teachers to adequately address needs and collective practices to be successful.</p> <p>The entire learning community (including parents) would need to be educated about and supportive of what may appear to be an unconventional approach to delivering content curriculum and instruction through Design.</p>
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Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

<p>While referencing the “Forward Future Plan,” please describe your school’s ideas around innovation and pilot projects. Your draft will be a valuable tool to collect feedback and solicit support for the Complex Area Superintendent, parents, students, and community members, as key stakeholders. <i>(continued from previous page)</i></p>	<p>Rationale for Emerging Ideas</p>	<p>Conditions for Success</p>
<p>2. Academic instructional support teams</p> <p>Given that NVMS services established communities with a greater proportion of students coming from homes where parents have higher education degrees, although the school has tended to attain higher performances overall on State measures, there is a diversity of needs that could benefit from more personalized learning support.</p> <p>While the IB MYP framework provides the level of high quality rigor and relevance for the school’s more proficient students to be adequately challenged and developed, there is a proportion of students that requires additional direct academic instructional support to access and meaningfully engage with scaffolded content to be successful in addressing learning gaps and enhance performance.</p> <p>In recognition of these learner needs, it is envisioned for “forward future planning”, to establish a qualified team of instructional support personnel to provide ongoing assistance to identified students with academic skill needs and more fully address gaps to raise student success.</p> <p>In pursuit of this student support effort, the school may want to start exploring available resources and a model to address the various learning needs that could be successfully implemented</p>	<p>Along with addressing the achievement gap, pursuing academic instructional support teams would afford learners access to assistance intended to lever the skills needed for struggling students to adequately engage with tasks required to be successful within the school’s implementation of the IB MYP framework.</p> <p>With support being focused on providing pre-requisite skill instruction that may be needed to access grade level content/tasks, teachers can work in conjunction with these qualified support teams to ensure that there would be additional opportunities for learners’ to be assisted with skills they may be missing.</p> <p>It is intended that as students are supported with skills required to adequately access tasks and feel successful, there will be a greater</p>	<p>A primary condition for success of this desirable support for students and teachers would be securing available and committed highly qualified part-time team oriented personnel.</p> <p>Another consideration would be developing and effectively implementing the focused role and function of this instructional team that is trained/coached to work in collaboration with teachers to produce the level of results required for students to be successful.</p> <p>The school and learning community (including parents as well as students) will need to embrace the role and function model established for the academic instructional support team and be open to honor the team’s needs to timely access students and teacher lessons to strategically craft the provision of adequate assistance that would be</p>

<p>and sustained to impact gaps that would work in concert with the IB MYP framework to fulfill the mission of providing an “ education where all students learn to become a positive change in the world.”</p>	<p>likelihood that they will more readily attend classes and actively engage in their learning. This assistance will also afford teachers to focus more on their efforts to deliver effective instruction required of their content/curriculum.</p>	<p>required to attain desired results.</p>
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Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

While referencing the “Forward Future Plan,” please describe your school’s ideas around innovation and pilot projects. Your draft will be a valuable tool to collect feedback and solicit support for the Complex Area Superintendent, parents, students, and community members, as key stakeholders. <i>(continued from previous page)</i>	Rationale for Emerging Ideas	Conditions for Success

