



SCHOOL NAME:  Niu Valley Middle School

# Academic Plan 2021-2022

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MAY - 6 2021



# Hawaii Department of Education: Academic Plan School Year: 2021-2022

**School Name:** Niu Valley Middle School  
**Submitted By:** Laura Ahn, Principal

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Developing a collaborative Academic Plan framed by the HDOE Learning Organization is the foundation for a forward-focused 3-Year Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward-focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform a school how to close the achievement gap; and, 3) applying contextual and community measures and assessments. Starting from a comprehensive needs assessment, a school examines organizational, instructional, and student support systems to design measurable outcomes. The measurable outcomes are implemented and improved through Plan, Do, Study, Act (PDSA) cycles, and systemized by leading indicators.

## HIDOE Learning Organization

### Teaching and Learning Core:

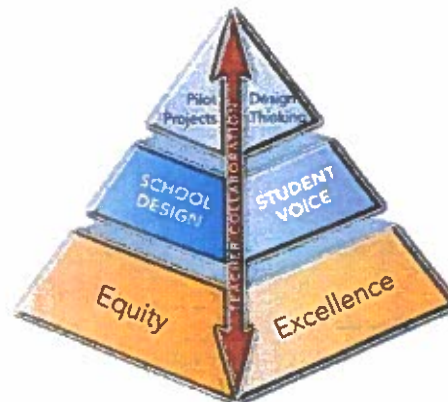
Focus: equity and excellence in core curriculum and supports.

### Innovation in Support of the Core:

New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, and Student Voice.

### 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 3-Year Academic Plan is structured by the HIDOE Learning Organization, and is founded on the **Teaching & Learning Core** (page 2)

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

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

*Note: Page numbers provided above need to be adjusted in the final copy of the plan, as the page numbers provided here are those on the blank template.*

# 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.

## WASC Mid-Cycle Next Steps (3/2021)

### Address Achievement Gap: Inclusion

- Continue to expand inclusion practices and refine RTI efforts to close the achievement gap
- Continue to use professional learning communities (e.g. Collaborative Inquiry Team, Kidtalk, CSSS) structure to strengthen instructional practices based on triangulation of data

### Strengthen Student Support Efforts through SEL and PBIS

- Continue to strengthen data-driven student support efforts through tenets of MLE and PBIS/SEL implementation

### Deepen Teacher Efficacy and High Yield Practices

- Continue gauging engagement and Impact of high yield practices on instruction
- Continue shift in which students drive instruction
- Take next step with Instructional Leadership Training for Chairs along with School-Wide Participation
- Crosswalk with Middle School Level Practices

### Pandemic Response

- How do we assess the level of engagement and impact on learning?
- How might we continue to use technology to leverage learning?

Evidence and Rationale for Change	Key Strategies to Address and Promote Change
<p><b>Literacy Achievement &amp; Addressing Learning Gaps</b></p> <p>Niu Valley Middle School (NVMS) continues to experience a steadily decreasing trend in enrollment. The school’s official enrollment count (OEC) for 2020-2021, at 719 students, reflects a significant drop well below the 800 student level mark that has been previously maintained since 2017. It appears that this declining enrollment, particularly over the past couple of school years, can be attributed to a reduction of incoming Grade 6 students from feeder elementary schools in the community which is anticipated to continue.</p>	<p>The growing challenge of declining proficiencies along with a sustaining discrepancy between overall versus high needs student performance requires NVMS to examine collective efforts towards addressing learning discrepancies. In considering these performance concerns along with the “Contributing Causes/Implications” from the school’s recent WASC Mid-cycle...Report (p.3), the “lack of high yield literacy ... strategies for learning particularly for EL and struggling students” will need to be a focus to be addressed.</p>

The “High Needs” population at NVMS remains relatively stable around 25%. There has been slight increases in the school’s English Learners (EL) of 1% each year since the 2018-2019 and a recent similar 1% increase in the low SES population to start 2020-2021. The school’s IDEA enrollment continues to remain at 8% since SY 2018-2019.

Although no new State assessment achievement data is available to evaluate the most current status of trends in proficiency, there remains concern about the declining performance reflected in Spring 2019 results (ELA= 5% reduction, Math= 1% and Science= 9%). In addition to these overall decreases, a more pervasive concern is the ongoing disparity in State Assessment proficiency results of the school’s “High Needs” (HN) population, particularly for IDEA identified students. It is evident that the proportion of “High Needs” students, have consistently performed substantially lower than “All” students each year across ELA, Math and Science with achievement gaps appearing to broaden. Strive HI indicators of English language proficiency for the school’s increasing EL population also reveals performance concerns from the 2019-2020 SY (66% on track) to 2020-2021 SY (15%).

**Key Strategies:**

- Broaden the focus on Literacy across content areas
- Deepen CIT reviews of triangulated student work/data towards collective practices to address identified learner needs
- Strengthen instruction and RTI efforts with inclusive and differentiated practices to lever support for high needs and struggling students
- Continue to align professional development to calibrate and connect efforts to promote equity and high expectations for all learners

# A Foundation for Change

Evidence and Rationale for Change	Key Strategies to Address and Promote Change
<p><b>Middle Level Education &amp; Strengthening Student Support</b></p> <p>Overall, Niu Valley Middle School consistently performs above State averages in Strive HI student achievement results, State proficiency averages and attendance measures. The school’s beginning of the year (BOY) 2020 diagnostic screener (iReady) results continue to confirm well established foundational decoding skills (100% proficiency for Phonemic Awareness as well as High Frequency Words and 96% proficiency for Phonics). Yet an increasing number of learners struggle with attaining satisfactory course marks/grades and only slightly over half (51%) of students demonstrated “on grade level” proficiency in BOY iReady Number Operations measures.</p> <p>After the first semester of SY 2020-2021, 24.4% of students are recorded to have received unsatisfactory grades (D’s/F’s/I’s/U’s). The trend over the last few school years reflects similar patterns of fluctuations over the course of any given year, resulting in a little over 18% of students ending with less than satisfactory grades.</p> <p>The school’s perceptual data provides some indicators about students’ learning experiences that may be impacting performance outcomes. Although the School Quality Survey (SQS) safety dimension (Spring 2020= 56.5%) indicated a 7.3% drop, the current school year’s Panorama Education survey (Fall/Winter 2020) safety measure results interestingly reflects the highest increase in favorability (SQS Safety Dimension=68%, School Safety= 76%). This may be attributed to differing perspectives associated with the timing and pandemic response conditions under which each survey was conducted.</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 attain achievement results above State average levels. Yet the school is challenged to explore how the whole child is being meaningfully engaged as well as supported to feel connected with a sense of belonging to possibly counter declining achievement and potential performance concerns particularly for those who might be struggling.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>● Further embrace the MLE tenets to clarify alignment of engaging Team practices</li> <li>● Advance the implementation of the school’s adapted SEL curriculum within the school’s design/IB framework to further address ATL skills- GLOs, PBIS and Nā Hopena A’o (HĀ) in the development of meaningful relationships and the whole child</li> <li>● Enhance student support efforts to move towards more coordinated student data-driven identification and monitoring of concerns (attendance, academic performance, etc.)</li> <li>● Promote ongoing professional learning opportunities that embed articulation around student needs and gauging the impact of collective efforts</li> </ul>

Other results from the current school year's student perceptual survey (Panorama 2020-2021) continue to reflect low and declining School Belonging (37%, 4% drop) and Classroom Engagement (44%, 1 % decrease). An informal school Social Emotional Learning baseline survey conducted in the Fall (October 2020) also appears to suggest indicators of low measures in students feeling "connected (38% positive responses) and just 50% positively responding that "Advisory activities help (them)... feel connected."

Prior to the abrupt closing of SY 2019-2020, chronic absenteeism had reflected a 2% increase from SY 2017-2018. Although not necessarily comparable, based on available data, the school did not surpass this level, and ended SY 2019-2020 at 5%. As would be expected of the small percentage (3.4%) of students who currently continue to be chronically absent, the greater majority (~80.8%) are struggling and receiving D's & F's in their courses as the school continues its blended learning model.

## A Foundation for Change

Evidence and Rationale for Change	Key Strategies to Address and Promote Change
<p><b>Collective Efficacy &amp; Advancing High Impact Student Driven Instructional Practices</b></p> <p>Niu Valley Middle School’s teaching staff continues to grow both in their longevity at the school, (30% with 5 or more years; 6% increase from SY 2018-2019) as well in the profession (9.1 average years of experience) under continuing leadership. Although 100% of teachers are licensed, in SY 2019-2020, 89% of classes were taught by teachers meeting ESSA requirements. Half of the faculty possess advanced degrees, however the school’s most recent Comprehensive EL Plan SY 2020-2021 reflects only 10 teachers currently meeting requirements to be qualified to “address EL students’ language development.”</p> <p>During SY 2020-2021, as part of efforts to address achievement gaps, particularly with our most struggling IDEA learners, the school initiated inclusive practices with inclusion Science and Social Studies teams. The school also set out to advance more meaningful CIT practices in Departments and enhance the systematic review of student work/data towards identifying needs and aligning instruction to impact learning.</p> <p>Out of these efforts and alongside the school’s required need for responsive pandemic considerations, it became evident that ongoing professional development could help grow common inclusive practices, build collective efficacy and promote shared leadership. This would be desirable particularly as the school continues to anticipate the everchanging uncertainties of progressing students back from blended and virtual learning formats to in-person learning models.</p>	<p>As Niu Valley deepens its practices in response to changing learning environments intended to impact ongoing needs, the continued development of teachers pedagogy and collegial relationships will be integral to promote clarity, calibration and common practices. Maintaining high expectations required of the school’s rigorous IB MYP framework design and embracing MLE tenets to ensure equity amongst learner needs will require collective efforts and the development of shared instructional leadership. Thus, continuing to provide opportunities for ongoing professional learning, articulation, and collaboration will move the school forward to accomplish its mission for students “to become a positive change in the world.”</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>● Establish the school’s Instructional Leadership Team</li> <li>● Continue to provide ongoing training to address various needs and initiatives/efforts targeted to support and impact learning</li> <li>● Support opportunities for articulation and collaboration to clarify and calibrate practices intended to address all learners</li> <li>● Promote continuous improvement actions to deepen collective efforts through focused reviews of practices and results (Self Study groups, Learning walks, PLCs )</li> </ul>

## 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	Key School Initiatives Addressed in the Plan	Lead(s) (PoC, Shared Leadership)
<p><b>Hawai`i:</b> 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. Na`Hopena A'o; languages; culture; context; place-based; safety &amp; total well-being</p>	<p>Middle Level Education (MLE) Social Emotional Learning (SEL)</p>	<p><b>Student Activities Coordinator</b>  <b>Counselors</b>  Team Leads</p>
<p><b>Equity:</b> 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>Inclusion Inclusive Practices (IP) Universal Design for Learning (UDL) Response to Intervention (RTI)</p>	<p><b>ART</b>  CSSS/HMTSS Team</p>
<p><b>School Design:</b> 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 &amp; career; partners</p>	<p>Literacy (for All) Grant- CLSD Collaborative Inquiry Teams (CIT)</p>	<p><b>Innovation Coach</b>  Lit Team</p>
<p><b>Empowerment:</b> 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>Instructional Leadership Team (ILT) Collective/Teacher Efficacy Professional Development (PD)</p>	<p><b>ART</b></p>
<p><b>Innovation:</b> 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>International Baccalaureate Middle Years Programme (IB MYP)  Digital Learning</p>	<p><b>Curriculum/ IB Coordinator</b>  ILT</p>



## 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><b>“High Needs” population</b>                      -Special Education students                      -English Learners</p> <ul style="list-style-type: none"> <li>● Literacy development across content areas in inclusive settings to address                             <ul style="list-style-type: none"> <li>○ Vocabulary</li> <li>○ Comprehension</li> <li>○ Writing</li> </ul> </li> <li>● High impact instructional practices aligned to meet expectations of curriculum framework/ standards</li> <li>● Targeted differentiated instruction and responsive interventions to</li> </ul>	<p><b>Overall Achievement SY 2018-2019 results:</b>                      ELA= 71.3%/71.8%                      Math= 60.6%/61.4%                      Science= 54.3%/55.5%                      [Source= ARCH ADC- All students/FSY]</p> <p><b>High Needs:</b>                      ELA= 44%/44%                      Math= 34.7%/35.2%                      Science= 28.3%/29.4%                      [Source= ARCH ADC- All students/FSY]</p> <ul style="list-style-type: none"> <li>● For School Year 2018-2019, the achievement gap between All versus High Need students in school year 2018-2019 was:</li> </ul>	<p>If the school broadens its 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 &amp; achievement</p>	<ul style="list-style-type: none"> <li>● Further develop CIT reviews and articulation about triangulated student data/work to collectively identify and address learning needs in Departments</li> <li>● Deepen differentiated practices to lever instructional needs utilizing:                             <ul style="list-style-type: none"> <li>○ Inclusive Practices</li> <li>○ UDL Framework</li> <li>○ Literacy strategies</li> </ul> </li> <li>● Advance RTI and student support efforts with:                             <ul style="list-style-type: none"> <li>○ Continuing inclusion practices and explore opportunities to include SpEd within GenEd in an additional core (either ELA OR Math) moving forward</li> </ul> </li> </ul>

<p>address identified learner needs</p>	<ul style="list-style-type: none"> <li>○ 27.3 percentage points in ELA,</li> <li>○ 25.9 percentage points in Math, and</li> <li>○ 26.0 percentage points in Science</li> </ul> <p><b>Special Education (SpEd):</b></p> <ul style="list-style-type: none"> <li>● For IDEA students, the achievement gap was             <ul style="list-style-type: none"> <li>○ 48.8 percentage points in ELA,</li> <li>○ 50.8 percentage points in Math, and</li> <li>○ 36.5 point in Science [Source= ARCH ADC]</li> </ul> </li> </ul> <p><b>English Learners (EL):</b></p> <ul style="list-style-type: none"> <li>● For English Learners, the achievement gap was             <ul style="list-style-type: none"> <li>○ 63.91 percentage points in ELA and</li> <li>○ 17.46 percentage points in Math [Source= LDS]</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>○ Targeting ongoing support for vulnerable/ struggling student needs within the school day (Learning Lab, Push-In support)</li> <li>○ Offering extended learning opportunities (tutoring, learning hubs)</li> </ul> <ul style="list-style-type: none"> <li>● Coordinate Professional Development to further promote the alignment and calibration of school wide efforts             <ul style="list-style-type: none"> <li>○ IB MYP training &amp; updates</li> <li>○ Inclusive practices professional development</li> <li>○ High Impact Leveraging strategies training (UDL framework, Literacy strategies, EL PD opportunities)</li> <li>○ Instructional Leadership Team development</li> </ul> </li> </ul>
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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><b>“Vulnerable” Students</b>                      -Students w/ unsatisfactory grades (D’s, F’s, I’s, U’s)                      -Chronically Absent</p> <ul style="list-style-type: none"> <li>● Aligned efforts addressing whole child education and needs [MLE, SEL, ATL skills]</li> <li>● Engaging instruction within a rigorous and relevant instructional framework [IB MYP]</li> <li>● Coordinated supports to assist with monitoring progress and promoting attendance [CSSS-HMTSS, PBIS]</li> </ul>	<p><b>Students struggling with grades (D’s, F’s, I’s, U’s) Year End Marks:</b></p> <ul style="list-style-type: none"> <li>● SY 2017-2018= 17.7%</li> <li>● SY 2018-2019= 18.6%</li> <li>● SY 2019-2020= 18.5% (Q4-DL)</li> </ul> <p><b>Student Perceptual Data:</b> [Panorama Education Survey SY 2020-2021]</p> <ul style="list-style-type: none"> <li>● Classroom Engagement= 44% favorable (1% decrease)</li> <li>● Valuing School= 54% favorable (3% decrease)</li> <li>● School Belonging= 37% favorable (4% decrease)</li> </ul> <p><b>Chronic Absenteeism:</b> [Strive HI]</p> <ul style="list-style-type: none"> <li>● SY 2017-2018= 8%</li> <li>● SY 2018-2019= 10%</li> <li>● SY 2019-2020= 5%*</li> </ul> <p>Although the school had experienced an upward trending rate of chronic absenteeism, the impact of blended/distance learning models has yielded more favorable rates yet the majority</p>	<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"> <li>● Strengthen MLE tenets to clarify alignment of Team practices with:                             <ul style="list-style-type: none"> <li>○ coordinated communication</li> <li>○ articulated focus/targets</li> <li>○ shared student support efforts &amp; documentation</li> </ul> </li> <li>● Refine implementation of the school’s adapted SEL curriculum/ framework in connection with reinforcing the further development of ATL skills to foster engagement and learning</li> <li>● Continue to identify, address, and monitor student support needs with broadened CSSS/ HMTSS and PBIS efforts</li> <li>● Facilitate embedded collaboration/ articulation and Professional Learning opportunities around gauging</li> </ul>

	<p>of these students are struggling in their courses.</p> <ul style="list-style-type: none"> <li>• SY 2020-2021 Chronically absent students= 3.4% (26/759)</li> <li>• Chronically absent struggling w/ grades- D's/ F's= ~80.8% (21/26 students)</li> </ul>		<p>impact of collective student-needs-driven instructional practices</p>
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# 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 2021-22 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 MLE tenets will be a priority as NVMS looks to provide access through design and lever learning gaps while addressing SEL needs for all students.</p> <p>Ongoing professional development and collaboration efforts will need to embrace inclusive practices, expand differentiated high impact practices 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 collective 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 II (over three years)

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

<p>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"> <li>● 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</li> </ul> <p>How will you know that they are resulting in an improvement?</p> <ul style="list-style-type: none"> <li>● 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</li> <li>● 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</li> <li>● Increase in favorable perceptions about aligned SEL/MLE experiences will promote safe, engaging learning environments to encourage attendance and belonging.</li> </ul>	<ul style="list-style-type: none"> <li>● Advancing implementation of practices intended to improve access and equity for high needs and struggling students with inclusion/inclusive &amp; high impact practices is integral in continuing to minimize achievement gaps</li> <li>● 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</li> </ul> <p>How will you know that they are resulting in an improvement?</p> <ul style="list-style-type: none"> <li>● Sustaining high performance on achievement measures</li> <li>● Narrowing of discrepancy in performances between overall school and High Needs/SpEd populations</li> <li>● Increasing favorable student perceptions particularly on safety and belonging that positively impacts attendance and minimizes chronic absenteeism.</li> </ul>	<p>continued relevance to elevate learning for all students</p> <ul style="list-style-type: none"> <li>● 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</li> <li>● Affording for student engagement through voice and choice across the school's curriculum promotes belonging and safety</li> </ul> <p>How will you know that they are resulting in an improvement?</p> <ul style="list-style-type: none"> <li>● Increased evidence of service applications of learning that is accompanied by ongoing high/er performance measures</li> <li>● Evident adjustments to practices that is responsive to feedback gathered from class/evidence walks</li> <li>● Improved active engagement and positive perceptions reported about learning</li> </ul>
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# Innovation in Support of the Core: School Design and Student Voice

## Part III (over one school year)

SY 2021-2022 Formative Measures (beginning of the year)	SY 2021-2022 Formative Measures (throughout the year) <i>from Part V</i>	SY 2010-2022 Summative Measures (end of the year)
<p>Baseline data for the current school year will be established using various Beginning of the Year (BOY) measures alongside prior End of the Year (EOY) results available to assist with assessing comprehensive needs to focus school efforts:</p> <ul style="list-style-type: none"> <li>● Achievement/Performance measures (State testing proficiencies, target-claim reviews)</li> <li>● Universal Diagnostic Screener results (Star?)</li> <li>● Initial reviews of student work (CIT writing samples?)</li> <li>● Perceptual Student data (Panorama Survey, SEL indicators)</li> <li>● School wide trends (attendance measures, course marks)</li> </ul>	<p>Ongoing data will be gathered for ART/ILT reviews from a compilation of documented coordinated efforts to assess progress on the Academic Plan’s “School Monitoring Activities”:</p> <p><b>Achievement:</b> Quarterly teacher reviews of IB MYP/ MLE efforts:</p> <ul style="list-style-type: none"> <li>● Submitted BQC results</li> <li>● Student assessment of unit learning, ATL skills, perceptions (i.e. reflections, surveys)</li> </ul> <p>Quarterly Department articulation of impact on literacy efforts:</p> <ul style="list-style-type: none"> <li>● CIT review of student writing samples</li> </ul> <p>Ongoing Team monitoring of efforts and reporting period progress/ growth performance measures:</p> <ul style="list-style-type: none"> <li>● Schedules</li> <li>● Progress Reports</li> <li>● Course Grades</li> <li>● Assessment results (e.g. Diagnostic Screener)</li> </ul> <p><b>Student Support:</b></p> <ul style="list-style-type: none"> <li>● Quarterly review of student survey results/ reflections to assess impact of documented team efforts</li> </ul>	<p>Review of teacher practices and student data/performance results as well as perceptual indicators on various measures will be monitored and assessed to consider progress/growth for school adjustments to efforts and plans for the following year:</p> <ul style="list-style-type: none"> <li>● Review the overall impact of IB MYP implementation- examine unit objectives being met, favorable ratings on ATL Skills</li> <li>● Determine the impact of Inclusive practices/ differentiated instructional/ literacy strategies, support efforts- analyze growth in achievement/ performance measures intended to narrow learning gaps</li> <li>● Assess the impact of MLE/ SEL/ PBIS efforts- using perceptual surveys including but not limited to Panorama, SQS, etc. to identify positive results from efforts</li> </ul>



	<ul style="list-style-type: none"><li>● Ongoing coordinated CSSS articulations to monitor SEL implementation/ PBIS efforts and resulting perceptions</li><li>● Scheduled Team meetings to collaborate on various student concerns (attendance, course grades, achievement, etc.)</li></ul> <p><b>Collective Efficacy:</b></p> <ul style="list-style-type: none"><li>● Ongoing updates on efforts and ART/ILT review of progress</li><li>● Quarterly reviews of Department's implementation efforts and results</li><li>● Scheduled faculty articulations to gather input and share results on various efforts</li></ul>	
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# Innovation in Support of the Core: School Design and Student Voice

## Part IV

Student Outcomes (2021-2022 Measurable Outcomes)	Staff Outcomes (2021-2022 Measurable Outcomes)	Lead
<ul style="list-style-type: none"> <li>● Students will be actively engaged in rigorous and meaningful tasks that values their voice in demonstrating the application of knowledge and skills</li> <li>● Students will respond positively to a range of differentiated collective practices, supports and interventions intended to address identified gaps/needs</li> <li>● Students will indicate positive perceptions about their school environment that fosters increased involvement and participation in learning opportunities</li> <li>● Students will demonstrate increased ownership of their learning by assessing their successes/ growth on various measures to become drivers of their learning</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers elevate opportunities for meaningful reflection and collegial feedback to amplify student engagement and voice</li> <li>● Teachers collectively activate differentiated opportunities to scaffold learning experiences targeted on identified needs</li> <li>● Teachers collaborate on clarifying effective practices that yield positive results to impact and narrow learning gaps</li> <li>● Teachers facilitate safe and caring environments that embraces student needs and fosters positive learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>● ART</li> <li>● ILT/Teacher leaders</li> </ul>

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

## Part V

Enabling Activities (Achievement) Year-long	Budget (include funding source)	School Monitoring Measurable Outcomes	School Monitoring Activity (includes frequency)	Complex Monitoring Measurable Outcomes	Complex Monitoring Activity (includes frequency)
<p>1. Continue ongoing training/ refreshers to sustain the requirements and address updates of a rigorous, standards-based, high quality School Design (i.e. IB MYP/MLE)</p> <ul style="list-style-type: none"> <li>● BQC</li> <li>● IDU's</li> <li>● Design</li> <li>● ATL Skills</li> <li>● Joint KHS Mtgs</li> </ul> <p>[WASC #1, #2]</p>	<p>IB/MLE Trainings (online): \$5,000 [WSF]</p>	<p>IB MYP requirements addressed; evidence of completed trngs</p> <p>Documented reflections of efforts in various measures</p>	<p>Quarterly teacher reviews of IB MYP/ MLE efforts:</p> <ul style="list-style-type: none"> <li>● Submitted BQC results</li> <li>● Student assessment of unit learning, ATL skills, perceptions (i.e. reflections, surveys)</li> </ul>		
<p>2. Coordinate efforts to promote Literacy Achievement</p> <ul style="list-style-type: none"> <li>● Literacy Team (<a href="#">Plan</a>)</li> <li>● ELA Department CIT focus on Literacy Strategies                             <ul style="list-style-type: none"> <li>○ Vocabulary</li> <li>○ Writing</li> <li>○ Common "Spotlight" practices</li> </ul> </li> </ul> <p>[WASC #1, #2]</p>	<p>CLSD Literacy Grant:</p> <ul style="list-style-type: none"> <li>● PD</li> <li>● Subs</li> </ul> <p>[FKK Sponsored]</p>	<p>Documented use of Literacy strategies/ practices and results</p>	<p>Quarterly Department articulation of impact on literacy efforts:</p> <ul style="list-style-type: none"> <li>● CIT review of student writing samples</li> </ul>		

<p>3. Strengthen instruction and RTI efforts with Inclusive Practices</p> <ul style="list-style-type: none"> <li>● Inclusive Practices Training             <ul style="list-style-type: none"> <li>○ School wide District IP/UDL PD</li> <li>○ Inclusion Team Training                 <ul style="list-style-type: none"> <li>■ HDO Stetson Trng</li> </ul> </li> </ul> </li> <li>● Explore ELA/Math inclusion</li> <li>● Embedded planning and collaboration opportunities             <ul style="list-style-type: none"> <li>○ Common prep periods</li> <li>○ Coordinated Department meetings</li> </ul> </li> </ul> <p>[WASC #1, #2]</p>	<p>Inclusive Practices Professional Development</p> <ul style="list-style-type: none"> <li>● Training</li> <li>● Subs</li> </ul> <p>[HDO/Title II]</p>	<p>Documented implementation of inclusive practices</p> <p>Evidence of improved access to/ engagement with learning tasks</p>	<p>Ongoing Team monitoring of efforts and reporting period progress/ growth performance measures:</p> <ul style="list-style-type: none"> <li>● Schedules</li> <li>● Progress Reports</li> <li>● Course Grades</li> <li>● Assessment results (e.g. Diagnostic Screener)</li> </ul>		
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*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) <i>Year-long</i>	Budget (include funding source)	School Monitoring Measurable Outcomes	School Monitoring Activity (includes frequency)	Complex Monitoring Measurable Outcomes	Complex Monitoring Activity (includes frequency)
<p>1. Deepen MLE tenets (<a href="#">The Successful Middle School</a>- 18 MLE Characteristics) to broaden supportive relationships and success of the whole child</p> <ul style="list-style-type: none"> <li>● Advisory Teams</li> <li>● Aligned focus/lessons (IB ATL skills-Learner Profile, SEL, Nā Hopena A'o-HĀ)</li> <li>● Coordinated communication</li> <li>● Shared documentation</li> </ul> <p><i>[WASC Mid-cycle report]</i></p>	<p>Monica Genta resources: \$5000 [WSF]</p>	<p>Evidence of teaming efforts that reflect common/collective efforts (e.g. crosswalk of lessons, shared communication logs/records)</p> <p>Favorable ratings/responses on perceptual surveys/reflections (e.g. MLE, Panorama)</p>	<p>Quarterly review of student survey results/reflections to assess impact of documented team efforts</p>		
<p>2. Further develop SEL/PBIS efforts to promote belonging and positive learning environments</p> <ul style="list-style-type: none"> <li>● Coordinated Choose Love implementation</li> <li>● SEL student survey/"check-in"</li> <li>● Renew commitment to PBIS efforts</li> </ul> <p><i>[WASC #3 &amp; WASC Mid-cycle report]</i></p>		<p>Documented SEL/PBIS plans/efforts (e.g. lessons, activities)</p> <p>Increased favorable responses on ongoing SEL survey/ measures</p>	<p>Ongoing coordinated CSSS articulations to monitor SEL implementation/PBIS efforts and resulting perceptions</p>		

<p>3. Move towards more enhanced data-driven student support/ intervention efforts</p> <ul style="list-style-type: none"> <li>● CSSS-HMTSS student concerns documentation</li> <li>● Chronic Absenteeism monitoring</li> <li>● Triangulated data review efforts</li> </ul> <p>[WASC #3, #4, #5]</p>		<p>Evident use of data to monitor student concerns/ interventions</p> <ul style="list-style-type: none"> <li>● Team Kid Talk</li> <li>● School CSSS-HMTSS Cadre/ Process</li> </ul>	<p>Scheduled Team meetings to collaborate on various student concerns (attendance, course grades, achievement, etc.)</p>		

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

## Part V

Enabling Activities (Collective Efficacy) <i>Year-long</i>	Budget (include funding source)	School Monitoring Measurable Outcomes	School Monitoring Activity (Includes frequency)	Complex Monitoring Measurable Outcomes	Complex Monitoring Activity (includes frequency)
<p>1. Develop Shared Leadership to strengthen collective efficacy and impact learning</p> <ul style="list-style-type: none"> <li>● Instructional Leadership Team                             <ul style="list-style-type: none"> <li>○ IB MYP, Curriculum/ Content matters                                     <ul style="list-style-type: none"> <li>■ Department CITs</li> </ul> </li> </ul> </li> <li>● Grade Level/Advisory Teams                             <ul style="list-style-type: none"> <li>○ MLE, SEL, Tier 1 level of student support                                     <ul style="list-style-type: none"> <li>■ Kid Talks</li> </ul> </li> </ul> </li> <li>● CSSS /HMTSS                             <ul style="list-style-type: none"> <li>○ School level Tier 2 &amp; 3 levels of student support                                     <ul style="list-style-type: none"> <li>■ SSC- Counselor-Admin reviews</li> </ul> </li> </ul> </li> </ul> <p><i>[WASC #4, #5 &amp; WASC Mid-cycle report]</i></p>	<p>PDERI Tchr/DH leadership development- Tchr stipends: \$2,000 [WSF]</p>	<p>Identification of student centered successful/ high impact strategies/ practices</p> <p>Documented positive results from collective efforts</p>	<p>Ongoing updates on efforts and ART/ILT review of progress</p>		
<p>2. Align professional development opportunities to promote teacher clarity and address learner needs</p> <ul style="list-style-type: none"> <li>○ “Into Math” Curriculum implementation</li> <li>○ High Leveraging/Impact Practices                             <ul style="list-style-type: none"> <li>■ IP (Differentiation, UDL)</li> </ul> </li> </ul>	<p>“Into Math” Curriculum &amp; Resources: \$30,000 [WSF]</p>	<p>Improved performance on Mathematical conceptual understanding and procedural fluency indicators</p>	<p>Quarterly reviews of Department’s implementation efforts and results</p>		

<ul style="list-style-type: none"> <li>■ CLSD Literacy Strategies</li> <li>■ EL Professional Learning Opptys</li> <li>○ Digital Learning</li> </ul> <p>[WASC #1, #2, #5]</p>		<p>Positive student results from evident practices</p>			
<p>3. Promote ongoing reviews and communicated updates addressing progress on continuous improvement efforts</p> <ul style="list-style-type: none"> <li>● WASC Self Study</li> <li>● IB MYP Coordinator-Teacher Mtgs</li> <li>● Ac Plan Progress Measures                             <ul style="list-style-type: none"> <li>○ CIT efforts</li> <li>○ Student support data/ results</li> </ul> </li> </ul> <p>[WASC #4, #5]</p>		<p>Documented progress on continuous improvement efforts</p>	<p>Scheduled faculty articulations to gather input and share results on various efforts</p>		



## Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

	<p><b>Teaching and Learning Core:</b> Focus: equity and excellence in core curriculum and supports.</p> <p><b>Innovation in Support of the Core:</b> New Strategies and systems for delivering teaching and learning. High-impact strategies: School Design, Teacher Collaboration, Student Voice.</p> <p><b>Pipeline of Emerging Ideas:</b> 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.</p>
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When HIDEOE 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 HIDEOE 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><b>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.</b></p>	<p><b>Rationale for Emerging Ideas</b></p>	<p><b>Conditions for Success</b></p>
<p><b>1. ALL are teachers of Design that embrace interdisciplinary teaching and learning</b></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 for all students while challenging everyone to grow.</p> <p>Each year teams of teachers at each level/grade must voluntarily</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 teaming efforts.</p> <p>With all teachers being teachers of Design, each student would be</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 desire to be trained and work to deliver and meet their content area expectations as well as the school design requirements (i.e. IB</p>

<p>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>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>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><b>2. Academic instructional support teams</b></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 and sustained to impact gaps that would work in concert with the IB MYP framework to fulfill the mission of providing an “ education</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 likelihood that they will more</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 required to attain desired results.</p>

<p>where all students learn to become a positive change in the world.”</p>	<p>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>	
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